DOCUMENT RESUME

ED 372 558 EC 303 190

AUTHOR	Shriner, James G.; And Others
TITLE	State Special Education Outcomes, 1993: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities.
INSTITUTION	National Association of State Directors of Special Education, Alexandria, VA.; National Center on Educational Outcomes, Minneapolis, MN.; Saint Cloud State Univ., MN.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	Mar 94
CONTRACT	H159C00004
NOTE	107p.; For previous reports, see ED 348 805 and ED 363 044.
AVAILABLE FROM	Publications Office, National Center on Educational Outcomes, University of Minnesota, 350 Elliott Hall, 75 East River Rd., Minneapolis, MN 55455 ($15).
PUB TYPE	Reports - Research/Technical (143) -- Statistical Data (110)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Data Collection; *Disabilities; Dropouts; *Educational Assessment; Elementary Secondary Education; High School Graduates; High Schools; National Surveys; Needs Assessment; *Outcomes of Education; State Programs; *State Standards; Student Educational Objectives; Student Participation; Student Placement

ABSTRACT

This report presents the results of the third national survey of state activities in the assessment of educational outcomes for students with disabilities. The report does not contain actual outcomes data on students with disabilities. Twenty-three tables present data on: number of students in general education and special education in each state; types of participation and exit data collected; state assessments of outcomes; inclusion of students with disabilities in data collection; barriers to outcome assessment and state needs for outcomes assessment; state practices, programs, and plans; and nontraditional state assessments. For each state, text sections describe activities in selected outcomes areas, including academic achievement, post-school status, vocational skills, functional living, and attitudes and aspirations. Findings indicate that, while states continue to focus on participation and exit data for students with disabilities, the following trends include: states are attempting to produce better information on the numbers of students with disabilities taking part in statewide assessments; guidelines on acceptable testing accommodations and adaptations are being advanced by state assessment programs; and states implementing nontraditional forms of assessment seem to retain the same approach to including students with disabilities and making accommodations as in their traditional assessments. (JDD)

ED 372 558

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

State Special Education Outcomes

1993 ▦ 1993 ▦ 1993 ▦ 1993 ▦ 1993

EC 303190

NATIONAL
CENTER ON
EDUCATIONAL
OUTCOMES

BEST COPY AVAILABLE

State Special Education Outcomes

1993 ▦ 1993 ▦ 1993 ▦ 1993 ▦ 1993

A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities

National Center
on Educational Outcomes

College of Education
University of Minnesota

in collaboration with
St. Cloud State University and
National Association of State
Directors of Special Education

Supported by the
Office of Special Education Programs
U.S. Department of Education

March 1994

NCEO Core Staff:

Robert H. Bruininks
Ronald N. Erickson
Patricia J. Grafstrom
Kevin S. McGrew
Dorene L. Scott
James G. Shriner
Gail E. Spande
Martha L. Thurlow,
assistant director
James E. Ysseldyke,
director

The National Center on Educational Outcomes (NCEO) was established in October, 1990 to work with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

The Center is supported through a cooperative agreement with the U.S. Department of Education, Office of Special Education Programs (H159C00004). Opinions or points of view do not necessarily represent those of the U.S. Department of Education or Offices within it.

Additional copies of this report may be ordered for $15.00. Please write or call:

Publications Office
NCEO
350 Elliott Hall
75 E. River Road
Minneapolis, MN 55455
612-626-1530

Acknowledgments

Many people provided input on both the content and format of this updated survey. NCEO especially expresses its appreciation to those individuals who spent many hours reviewing and updating data.

Special recognition and thanks go to:

Office of Special Education Programs, U.S. Department of Education:

Lou Danielson

Report Update:

Trish Grafstrom

The 1993 version of this report was prepared by James G. Shriner, Gail E. Spande, and Martha L. Thurlow.

State Directors of Special Education

ALABAMA
Bill East

ALASKA
Myra Howe

ARIZONA
Kathryn Lund

ARKANSAS
Diane Sydoriak

CALIFORNIA
Leo Sandoval

COLORADO
Fred Smokoski

CONNECTICUT
Tom Gillung

DELAWARE
Martha Brooks

FLORIDA
Bettye Weir

GEORGIA
Joan Jordan

HAWAII
Margaret Donovan

IDAHO
Fred Balcom

ILLINOIS
Gail Lieberman

INDIANA
Paul Ash

IOWA
Frank Vance

KANSAS
Betty Weithers

KENTUCKY
Kenneth Warlick

LOUISIANA
Leon Borne

MAINE
David Stockford

MARYLAND
Richard Steinke

MASSACHUSETTS
Pamela Kaufmann

MICHIGAN
Richard Baldwin

MINNESOTA
Wayne Erickson

MISSISSIPPI
Carolyn Black

MISSOURI
John Heskitt

MONTANA
Robert Runkel

NEBRASKA
Gary Sherman

NEVADA
Gloria Dopf

NEW HAMPSHIRE
Robert Kennedy

NEW JERSEY
Jeffery Osowski

NEW MEXICO
Linda Wilson

NEW YORK
Tom Neveldine

NORTH CAROLINA
Lowell Harris

NORTH DAKOTA
Gary Gronberg

OHIO
John Herner

OKLAHOMA
John Corpolongo

OREGON
Karen Brazeau

PENNSYLVANIA
Cheryl Keenan

RHODE ISLAND
Robert Pryhoda

SOUTH CAROLINA
Ora Spann

SOUTH DAKOTA
Deborah Barnett

TENNESSEE
Joe Fisher

TEXAS
Jill Gray

UTAH
Steve Kukic

VERMONT
Dennis Kane

VIRGINIA
Austin Tuning

WASHINGTON
Douglas Gill

WEST VIRGINIA
Nancy Johnson

WISCONSIN
Juanita Pawlisch

WYOMING
Margie Simineo

AMERICAN SAMOA
Jane French

BUREAU OF INDIAN AFFAIRS
Lena Mills

DISTRICT OF COLUMBIA
Lila Vanderhorst

GUAM
Steven Spencer

MARIANA ISLANDS
Barbara Rudy

MARSHALL ISLANDS
Kanchi Hosia

PALAU
Peter Elechuus

PUERTO RICO
Adela Costa

U.S. VIRGIN ISLANDS
Priscilla Stridiron

These were the state directors of special education in October 1993 when the survey was conducted.

Executive Summary

This report presents the results of the third national survey of state activities in the assessment of educational outcomes for students with disabilities. NCEO mailed a separate copy of the 1992 report to state directors of special education in the fifty states and nine unique states receiving special education funds (e.g., Puerto Rico, Guam).

Respondents were asked to mark directly on the copy any changes in their state's information. The survey results include the following areas:

- federally-reported data
- assessments of outcomes
- inclusion of students with disabilities in state assessments
- state needs
- practices, programs, and plans related to outcomes
- nontraditional assessments
- state activities in selected outcomes areas.

In addition, a questionnaire on the participation of students with disabilities in nontraditional, performance-based assessments was sent to selected state assessment personnel.

Major Findings

New trends emerge in several aspects of the information from states. While states continue to focus on participation and exit data for students with disabilities, the following trends are evident:

- States are attempting to produce better information on the numbers of students with disabilities taking part in statewide assessments.
- More attention is being directed toward guidelines that help define who participates in statewide assessments, with the apparent goal of increasing the number of students who participate.
- Guidelines on acceptable testing accommodations and adaptations are being advanced by state assessment programs. The trend is to allow more kinds of modifications, in both low and high stakes assessments.
- States implementing nontraditional forms of assessment seem to retain the same approach to including students with disabilities and making accommodations as in their traditional assessments.

This report does not contain actual outcomes data on students with disabilities. Several states have provided NCEO with their data, but the variability in measures, grades assessed, and content areas combined with the small number of states make it impossible to integrate the data meaningfully. An NCEO report on the state data aggregation efforts is being prepared.

Table of Contents

Introduction 1

State Contexts 3
  Table 1 - Students Ages 5-17 4
  Figure 1 - Students Ages 3-21 6

Federally-Reported Data 7
  Table 2 - Participation Rates 8
  Table 3 - Exit Data Extensions 9
  Table 4 - Uses of Participation and Exit Data 10

State Assessments of Outcomes 11
  Figure 2 - Outcomes Assessment Activities 13
  Table 5 - Participation in General Education Assessments 15
  Table 6 - Achievement Data 16
  Table 7 - Vocational Skills Assessed 18
  Table 8 - Post-School Status 19
  Table 9 - Uses of Achievement and Post-School Status Data . . . 20
  Table 10 - Uses of Vocational Skills Data 22
  Figure 3 - Regular States' Use of Collected Data 23
  Figure 4 - Types of Achievement Assessments 26
  Figure 5 - Tests Used for Reading and Math 27
  Table 11 - States Assessing Reading and Math 28

Including Students with Disabilities 31
  Figure 6 - Alternative Assessments 33
  Figure 7 - Alternative Achievement Assessments 34
  Figure 8 - States with Accessible Achievement Data 35
  Table 12 - Estimated Participation 36
  Table 13 - Decision Rules for Inclusion 38
  Table 14 - Decision Makers for Inclusion 40
  Figure 9 - States with Rules for Inclusion 42
  Figure 10 - States with Accommodation Guidelines 43
  Table 15 - Testing Accommodations Allowed by States 44

State Needs 47
  Table 16 - Barriers to Outcomes Assessment 48
  Table 17 - State Needs for Outcomes Assessment 50

Practices, Programs, and Plans 53
  Table 18 - State Practices, Programs, and Plans 54

Nontraditional State Assessments 57
  Table 19 - Current Areas Assessed 59
  Table 20 - Types of Nontraditional Items 60
  Table 21 - Participation Rates 61
  Table 22 - Types of Accommodations/Adaptations 62
  Table 23 - Reporting Results 63

State Activities in Selected Outcomes Areas 65

Introduction

NCEO produced the first report on state special education outcomes for 1991. Since then, states have been engaged in many activities, and much has happened in the areas of educational accountability and outcomes. Because of the rapid changes taking place overall and within special education, documenting current practice related to special education outcomes continues to be important and the reason for producing **State Special Education Outcomes 1993**.

The first two reports highlighted outcomes accountability. They noted that:

- states were being pushed to look at the outcomes achieved by students within their educational systems
- there was a clear press for policy-relevant information about the performance of students in our educational system
- information on the outcomes of students with disabilities was needed as well.

Many national data bases are unable to provide adequate data because students with disabilities are excluded. Discussions now take place on how to develop more inclusive guidelines for participation in national assessment programs. Although still small, the amount of national data on students with disabilities is increasing. This is true at the state level as well.

States provide the Office of Special Education Programs with important information on the input, context, and process of special education, but little information on outcomes (other than graduation, dropout, and other school completion information). But states are continuing to think about and beginning to use student performance outcomes in their special education programs, as evidenced in this report.

NCEO's Purpose

NCEO is a collaborative effort of the National Association of State Directors of Special Education (NASDSE), the University of Minnesota and Saint Cloud State University. Part of the Center's mission is to provide national leadership in identifying educational outcomes for students with disabilities and in developing possible indicators that could be used to monitor those important outcomes.

The Center works with national policymaking groups, state departments of education, and other groups and individuals to promote national discussion of educational goals and indicators that include students with disabilities. To accomplish this, NCEO has four major goals:

Goal 1 To promote the development of a system of indicators for use with all students including those with disabilities.

Goal 2 To support and enhance the measurement of educational outcomes and indicators for students with disabilities.

Goal 3 To enhance the availability and use of outcomes information in decision making at the federal and state levels.

Goal 4 To identify and develop indicators that can be used to make judgments about the extent to which education works for students with disabilities, and that can be used to improve programs and services.

Many activities are underway to accomplish these goals. Besides the state survey, the Center examines and analyzes existing national and state data that may provide information on outcomes for students with disabilities. It works with other groups and organizations (e.g., National Center for Education Statistics) to address issues related to assessment efforts already underway. And it is developing and refining a conceptual model of outcomes and indicators by working with state and national agencies, parents and professionals.

About the State Survey

This third annual state survey addresses the need for state directors, policymakers and others to collect information on state activities in multiple outcomes areas and to make changes in accountability and assessment activities. This is important because local, state and national groups are proposing new initiatives and forecasting changes that may have significant impact on the education of students with disabilities.

The 1993 survey was completed by having state directors of special education or their designees mark changes to their state's information on a copy of the 1992 state report.

States were informed that it would be assumed the information was correct if a response was not received. As in the past, the survey objectives were to:

- create an ongoing tracking system to describe the status of state activities for assessing educational outcomes
- develop a monitoring system of the procedures and practices used by states when making accommodations in assessing students with disabilities
- identify what persistent barriers and needs states have related to outcomes assessment
- find state data bases that might be used to create a national data base of outcomes for students with disabilities.

The target group included state directors of special education in the fifty states plus in those *unique* states referred to in this report (e.g., Puerto Rico, Guam). In addition, for the 1993 report, NCEO contacted state assessment personnel in those states that had indicated on a survey conducted by the North Central Regional Education Laboratory (NCREL) that nontraditional items were being used in their statewide assessments. Included in the survey were questions about participation of students with disabilities and adaptations allowed for students with disabilities, and how data are reported.

Of the 59 surveys sent to state directors of special education, responses were received from 23 regular states and 2 unique states. Of the 30 surveys sent to state assessment personnel, 21 were returned.

"Outcomes" Defined

The term "outcomes" has many definitions in current educational literature. A common meaning describes outcomes as including "knowledge, skills, and attitudes." Outcomes are considered most often to cover all areas of student development, rather than just student status at the end of schooling. For purposes of the state survey, the following definition was used:

Outcome = the result of interactions between individuals and educational experiences.

Overview of State Report

Data in this document summarize the responses of state directors and assessment personnel. The reader must be cautioned that states have developed their own procedures, policies, and systems that are not easily represented in a quantitative format.

Next Steps — 1994

Instead of updating the state survey in 1994, new questions will be asked about state responses to reform legislation and the implications for their assessments of outcomes for students with disabilities. Then in 1995, both the information presented in this repot and the information in the 1994 report will be updated.

Nine Unique States

American Samoa = Am Samoa
Bureau of Indian Affairs = BIA
District of Columbia = DC
Guam
Mariana Islands = CNMI
Marshall Islands = RMI
Palau
Puerto Rico
U.S. Virgin Islands = USVI

State Contexts

Student Population Receiving Special Education

Table 1

The numbers of special education students vary in relation to the general education student population. Table 1 shows the general education student population and the percentage of all students ages 5 to 17 years served in special education.

Figure 1

State special education student populations vary. Figure1 shows states according to the number of students ages 3 to 21 years served in special education. States are divided into three groups according to the number of special education students served: those having less than 50,000, those with 50,000 to 100,000, and those with more than 100,000 students.

Nationally, special education reported serving approximately 140,000 more children in 1992 than in 1991. The number of special education students in many states reflects this trend.

Student Populations Ages 5-17

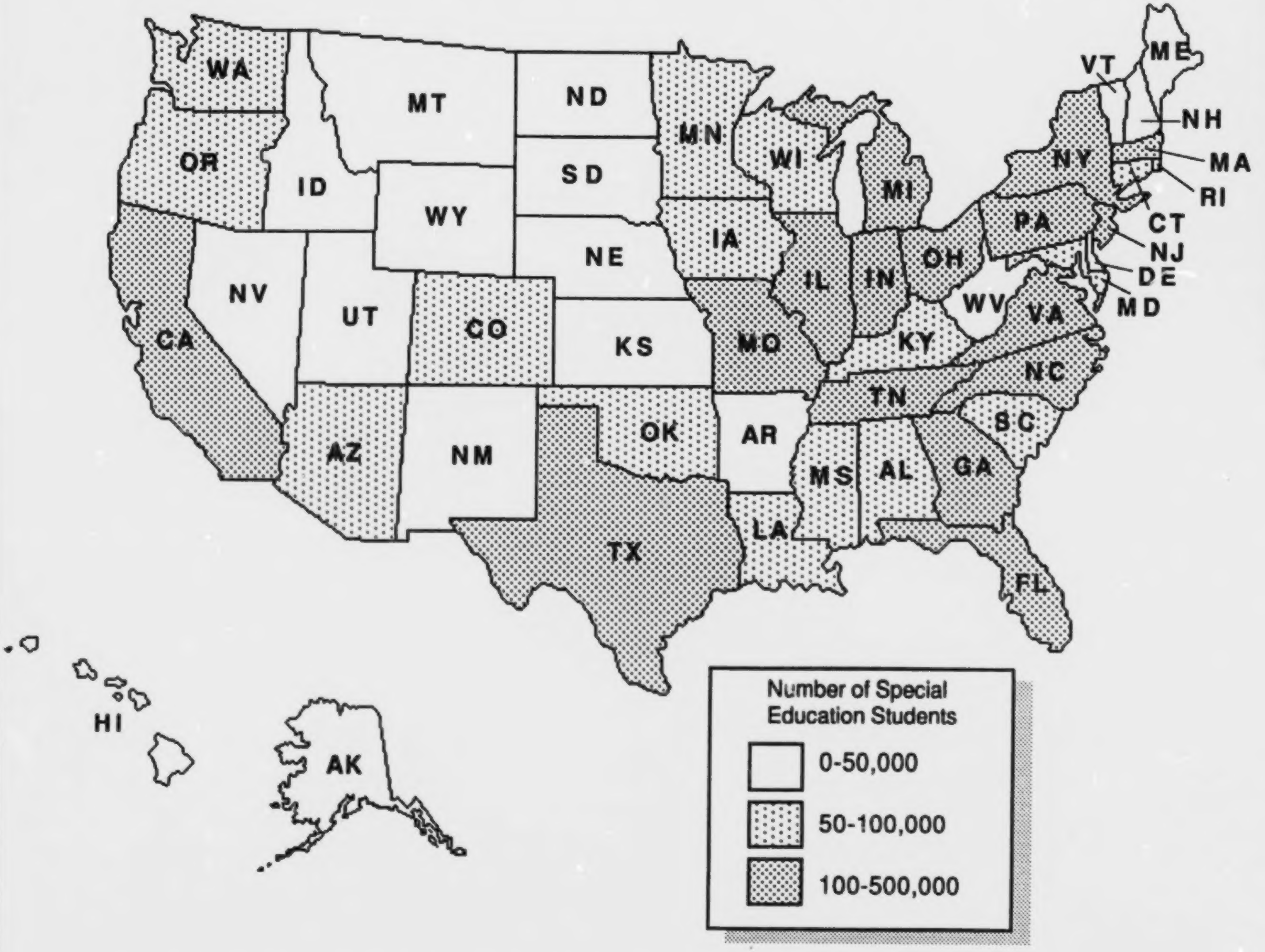
State	General Education	Special Education	% Special Education
Alabama	726,115	88,632	12.21
Alaska	115,277	14,019	12.16
Arizona	673,801	54,726	8.12
Arkansas	437,616	42,784	9.78
California	5,140,000	449,279	8.74
Colorado	593,030	54,092	9.12
Connecticut	478,300	58,719	12.28
Delaware	101,543	12,952	12.76
Florida	1,932,293	234,901	12.16
Georgia	1,177,324	99,614	8.46
Hawaii	174,249	12,633	7.25
Idaho	225,680	20,033	8.88
Illinois	1,851,000	220,046	11.89
Indiana	958,240	107,928	11.26
Iowa	491,363	54,849	11.16
Kansas	445,774	42,249	9.48
Kentucky	634,200	71,652	11.30
Louisiana	695,379	69,207	9.95
Maine	216,887	25,033	11.54
Maryland	736,238	81,976	11.13
Massachusetts	841,785	134,749	16.01
Michigan	1,587,082	151,470	9.54
Minnesota	775,567	72,475	9.34
Mississippi	501,525	56,792	11.32
Missouri	822,593	96,883	11.78

State	General Education	Special Education	% Special Education
Montana	153,075	16,152	10.55
Nebraska	277,652	32,229	11.61
Nevada	211,810	18,383	8.68
New Hampshire	173,881	18,418	10.59
New Jersey	1,109,604	168,281	15.17
New Mexico	297,006	35,143	11.83
New York	2,645,000	282,193	10.67
North Carolina	1,092,447	117,226	10.73
North Dakota	117,719	11,193	9.51
Ohio	1,758,071	193,715	11.02
Oklahoma	579,200	62,871	10.85
Oregon	498,608	51,332	10.30
Pennsylvania	1,667,087	187,148	11.23
Rhode Island	140,915	19,061	13.53
South Carolina	627,471	72,666	11.58
South Dakota	131,576	13,317	10.12
Tennessee	832,330	100,526	12.08
Texas	3,435,749	328,840	9.57
Utah	454,218	45,050	9.92
Vermont	96,802	9,789	10.11
Virginia	1,016,017	108,911	10.72
Washington	868,551	79,634	9.17
West Virginia	320,249	39,490	12.33
Wisconsin	821,550	79,676	9.70
Wyoming	99,330	10,179	10.25

Numbers for 1991-92 for general education derived from Table AF5 and for special education from Table AA5 (ages 6-17) + Table AA16 (ages 5-17) (a formula yielding comparable results to those published in previous reports) published in the *Fifteenth Annual Report to Congress* (U.S. Department of Education, 1993).

State Contexts ■ Figure 1 ■ Student Population Receiving Special Education

Student Populations Ages 3 - 21


WA
MT
ND
MN
OR
ID
SD
WI
MI
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
WY
IA
NE
PA
OH
IN
IL
NV
UT
CO
KS
MO
KY
WV
VA
CA
NC
TN
OK
AR
SC
AZ
NM
MS
AL
GA
LA
TX
FL
HI
AK
Number of Special Education Students
0-50,000
50-100,000
100-500,000

Numbers for 1991-92 from Table AA1 in Fifteenth Annual Report to Congress (U.S. Department of Education, 1993).

Federally-Reported Data

Special Education Participation and Exit Data

Table 2

When states collect student participation information beyond that required in reports to the federal government, they often account for each student's time in general or special education classes. Twenty-six of the regular states and one unique state have more detailed accounts of student time. Seventeen regular states have other types of extensions of required data (e.g., hours of service by provider, attendance data, suspension/expulsion information, extracurricular activities, or other data such as time spent out of general education). The number of states reporting extended participation data collection in 1993 is about the same as in 1992.

Table 3

Most states collecting information beyond the required exit data know more about the circumstances surrounding students leaving school. The most frequently cited reasons are to evaluate graduation and dropout rates, and assess trends. In addition, fourteen states that award multiple diploma types keep track of these at the state level for special education students. Data on reasons for student dropout are also collected by fourteen states.

Uses Of Data

Table 4

Almost all states that collect extra participation and exit data use the data in reports for state agencies, legislatures, and local and state education agencies (LEAs and SEAs). Data are also used for accountability and program evaluation. Other uses of participation and exit data include individual school report cards and fund distribution. Participation and exit data continue to be a major part of states' data collection efforts, and show potential usefulness for purposes other than federal and state reporting.

Currently, the Office of Special Education Programs (OSEP) requires states to report annually on student participation and exit data. Participation information includes counts of the numbers of students in various special education categories and placements by grade and/or age. Exit information includes counts of the numbers of students who exit school by graduating, dropping out, earning completion certificates, etc. Some states collect information that exceeds these OSEP requirements. Twenty-six regular states and one unique state have state-wide collection of extra participation information. Twenty-eight regular states and no unique states have state-wide collection of exit information beyond that required by OSEP.

Participation Rate Extensions

STATE	Time in General Education	Time in Special Education	Hours of Service	Attendance	Suspension/ Expulsion	Extracurricular Activities	Other
California	●				●		
Colorado		●	●				
Connecticut	●	●		●			
Florida	●	●	●	●	●		
Georgia	●	●	●				
Hawaii	●	●	●				
Kansas	●	●	●				
Kentucky	●	●		●	●		
Maryland	●	●	●	●	●	●	
Massachusetts							●
Michigan	●	●					
Nebraska	●	●			●		
New Hampshire	●					●	
New Jersey					●		
New Mexico	●		●				
North Carolina	●	●	●		●		
Ohio	●	●		●	●	●	
Oregon	●	●	●	●	●		
South Dakota		●					
Texas				●	●		
Utah	●	●					
Vermont	●	●	●				
Virginia				●		●	
West Virginia				●	●		●
Wisconsin	●	●			●		
Wyoming	●	●		●			
CNMI		●					

Exit Data Extensions

STATE	Dropout Rate/Trend	Dropout Reason	Diploma Type	Graduation Rate/Trend	Other
Arkansas	●	●			
California	●				
Colorado	●				
Connecticut				●	
Delaware	●	●	●	●	
Florida	●	●	●	●	
Georgia	●	●	●	●	
Iowa				●	
Kansas				●	
Kentucky	●		●	●	
Maryland	●	●	●	●	
Massachusetts	●			●	●
Nebraska		●			
Nevada			●		
New Hampshire		●			
New Jersey	●	●		●	
North Carolina	●	●	●	●	
Ohio	●	●	●	●	
Oregon	●	●	●	●	
Pennsylvania	●			●	●
Rhode Island	●	●			
South Dakota		●			
Texas	●	●	●	●	
Utah	●		●	●	
Vermont	●		●	●	
Virginia	●		●	●	
West Virginia	●				●
Wyoming	●		●		

Uses of Participation and Exit Data beyond OSEP Requirements

STATE	Participation							Exit							
	State Legislature	LEA Report	SEA Report	Report for State	Accountability	Program Evaluation	Other	State Legislature	LEA Report	SEA Report	Report for State	Accountability	Student Decisions	Program Evaluation	Other
Alaska								✓	✓	✓	✓	✓			
California	✓		✓	✓		✓		✓			✓	✓	✓	✓	
Colorado	✓	✓	✓					✓	✓	✓					
Connecticut			✓	✓								✓			
Delaware										✓		✓		✓	
Florida		✓		✓					✓		✓				
Georgia							✓				✓				
Hawaii		✓	✓	✓											
Iowa										✓					
Kansas				✓		✓		✓			✓				
Kentucky	✓	✓	✓	✓				✓	✓	✓	✓	✓			
Maryland	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
Massachusetts				✓			✓	✓		✓	✓				
Michigan	✓	✓	✓												
Nebraska				✓							✓				
Nevada														✓	
New Hampshire	✓	✓				✓		✓	✓						
New Jersey				✓											
New Mexico	✓					✓									
North Carolina				✓							✓	✓			
Ohio				✓								✓			
Oregon	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	
Rhode Island		✓	✓	✓											
South Dakota		✓	✓						✓	✓					
Texas			✓								✓	✓			
Utah	✓	✓	✓				✓	✓	✓	✓			✓		✓
Vermont	✓	✓	✓				✓			✓	✓				✓
Virginia		✓	✓	✓					✓	✓	✓	✓		✓	
West Virginia	✓	✓	✓	✓			✓		✓		✓				✓
Wisconsin	✓	✓					✓								
Wyoming	✓			✓											

State Assessments of Outcomes

Outcome Areas and Assessors

Figure 2

The primary outcome areas covered by state assessment activities are achievement, vocational skills, and post-school status. States that collect information in these areas are shown in the maps in Figure 2. These assessment activities sometimes reflect a general education effort, a special education effort, or a combination of general education and special education. Overall, collecting achievement data at the state level (meaning students with disabilities are included) ranks high with forty-four regular states and all of the unique states.

Under vocational skills, assessments include only in-school vocational. Post-school vocational skills assessment is captured in the post-school status category.

Table 5

This year's survey of states indicates that forty-four of the regular states and all of the unique states collect state level achievement data that include students with disabilities. As shown in Table 5, most of this activity is conducted by general education (thirty regular states and five unique states). Assessment of in-school vocational skills occurs in thirteen regular states and three unique states. In eight of the regular states and two of the unique states, both general and special education collect data. Information on the post-school status experiences of former special education students is collected in twenty-one regular states and three unique states, mostly through special education.

Table 6

Forty-four states collect achievement data. Nearly twice as many states collect information in the areas of reading, math, and language arts than in science, social studies, and other areas (e.g., humanities, employability).

Table 7

Table 7 identifies thirteen regular states and three unique states that collect vocational skills information. Enrollment in vocational education and job placement are the most frequently collected data, although almost as many states collect data on type of vocational program and employment during the school years. Other categories mentioned by states include student and parent satisfaction, quality of life, and summer jobs.

Assessment activities in a state may be directed by different groups. For descriptive purposes, the "assessor" is defined as the primary unit or department responsible for data collection. In this report, the assessor is categorized as general education, special education, or both. Vocational education and state assessment units are considered to be part of general education.

Table 8

All of the twenty-one regular states and four unique states that collect post-school status data report on the employment status of students with disabilities. Of those, more than two thirds also report on students' wages. Information on enrollment in school of special education students is collected by twenty of the twenty-one states that collect post-school status data. Other categories of data collection identified by states include personal adjustment, marital status, community involvement, ability to access services, and friendships.

Uses of Data

Table 9

Information on outcomes are used for a variety of purposes by either special education or general assessment personnel. This table illustrates that most states use collected information for more than one purpose. Achievement data are used most frequently for reports to local school districts and state agencies, but are also used often for accountability, program evaluation, and reports to parents. Post-school status information, when used, is most often for evaluating programs and reporting to various groups (e.g., state legislature, local school districts, etc.). Other uses identified by a few states include accountability, program improvement, and reports to other groups, such as the state Developmental Disabilities Council.

Table 10

Vocational data are used for fewer purposes overall. Most states that collect these data use them for program evaluations and reports to local education agencies. The "other" category includes long-range planning and reports for other state units, such as the Department of Labor.

Figure 3

Figure 3 provides a general summary of the primary uses of different types of data. The most obvious comparison is that required data (participation and exit) and achievement data are used most often to produce reports for the Office of Special Education Programs and other constituencies. Achievement data, and to some extent post-school status data, are used for program evaluation and accountability.

Assessment of Basic Skills

Figure 4

States are using many different kinds of instruments to assess achievement. Most common are norm-referenced tests used in thirty regular states and five unique states overall. When examining states that have accessible data on students with disabilities, twenty-five regular states and three unique states report a high use of norm-referenced tests. Important, but not directly evident here, is the general shift away from the use of norm-referenced devices toward the use of instruments developed specifically by or for a state's education agency and reflecting the state's curricular emphases. So far, two regular states report using portfolio assessments.

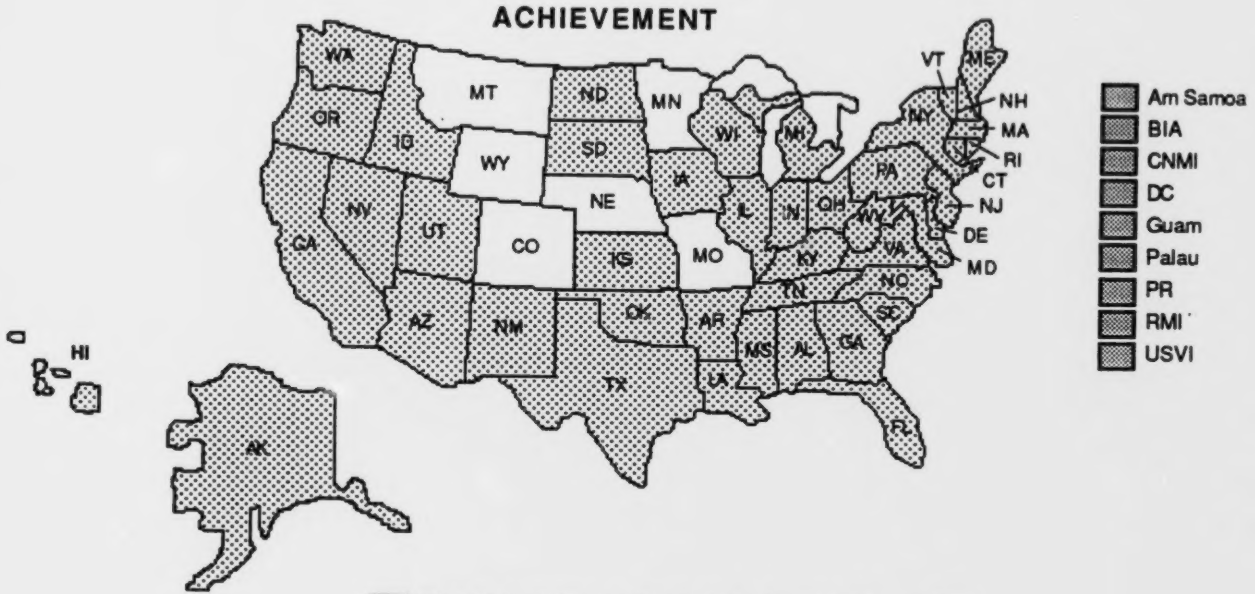
Figure 5

To determine whether states have specific test data that could be used to form a common data pool, it is necessary to look at specific instruments that are employed. Of the norm-referenced instruments utilized most often, no single test is used by more than a handful of states, regardless of whether they have accessible data on students with disabilities. It is unlikely that data from different states would be merged unless first translated to a standard measurement unit. Then, it may be possible to produce common data on the achievement of special education students.

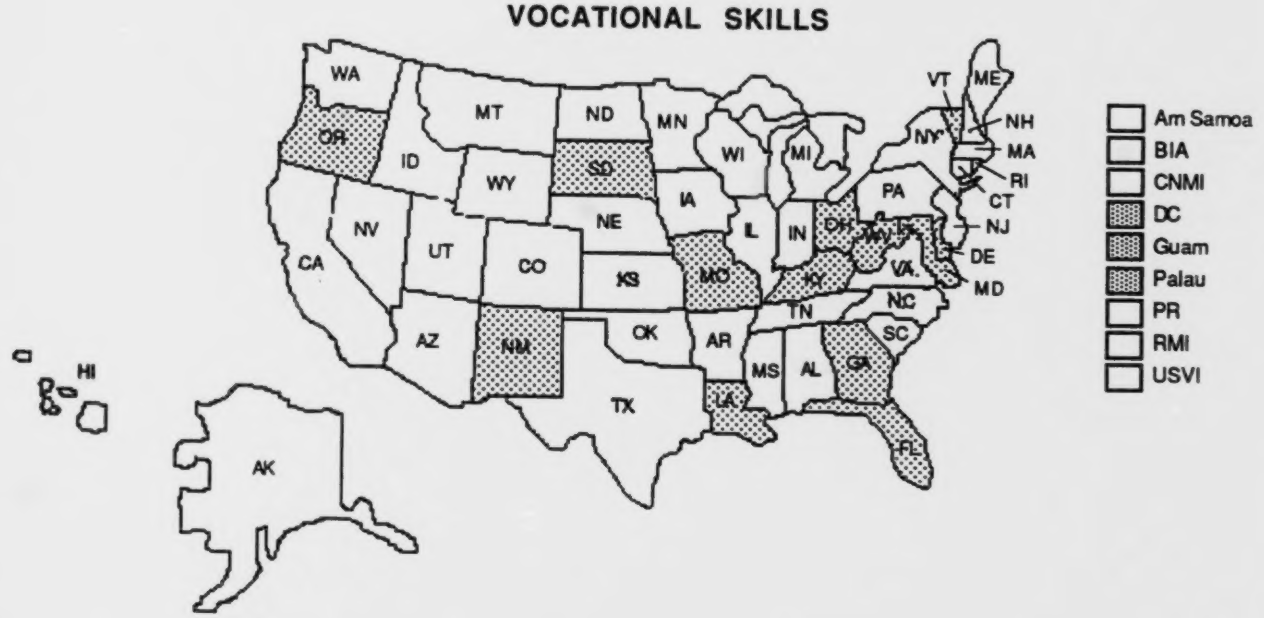
Table 11

This table identifies the reading and math norm-referenced tests used by states that include students with disabilities in their assessments. Most frequently used is the Stanford Achievement Test. Nine states use more than one norm-referenced test for reading and math assessment. The "other" category refers to specific norm-referenced state assessment measures that were identified by certain states (e.g., Kentucky Instructional Results Information System, Norm-referenced Assessment Program for Texas, etc.).

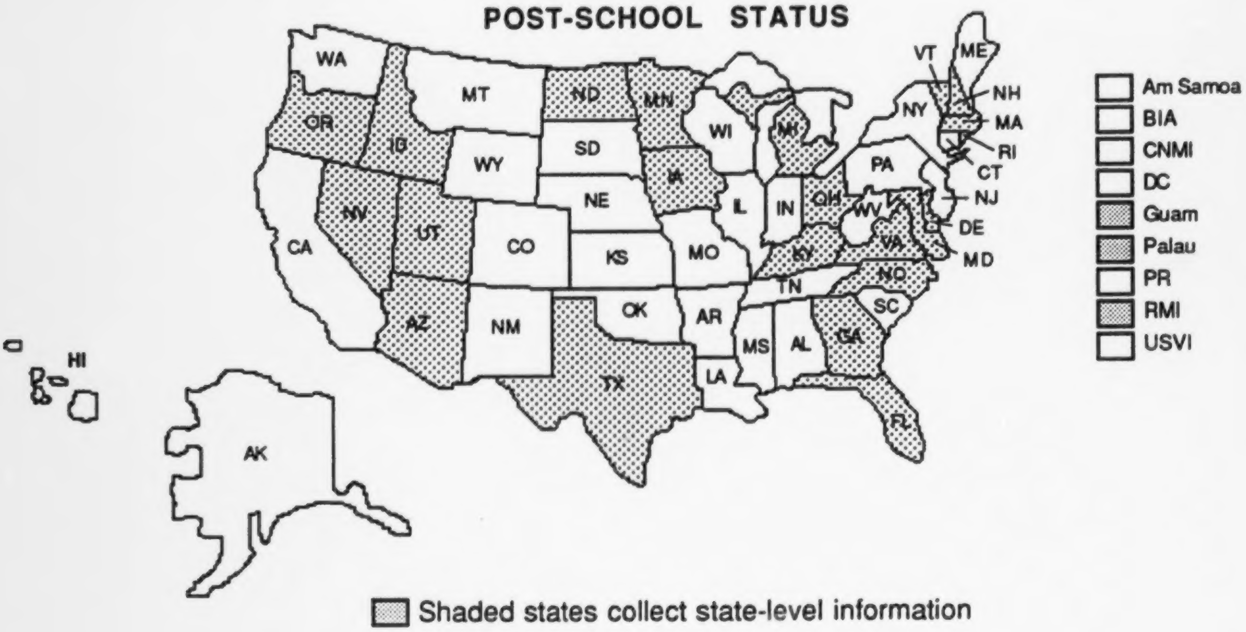
Achievement and Vocational Skills


ACHIEVEMENT
WA
OR
ID
MT
WY
ND
SD
NE
MN
WI
MI
IA
IL
IN
OH
PA
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
WV
VA
KY
NC
TN
SC
GA
AL
MS
LA
AR
MO
KS
OK
TX
NM
CO
UT
AZ
NV
CA
FL
HI
AK
▨ Am Samoa
▨ BIA
▨ CNMI
▨ DC
▨ Guam
▨ Palau
▨ PR
▨ RMI
▨ USVI

▨ Shaded states collect state-level information


VOCATIONAL SKILLS
WA
OR
ID
MT
WY
ND
SD
NE
MN
WI
MI
IA
IL
IN
OH
PA
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
WV
VA
KY
NC
TN
SC
GA
AL
MS
LA
AR
MO
KS
OK
TX
NM
CO
UT
AZ
NV
CA
FL
HI
AK
☐ Am Samoa
☐ BIA
☐ CNMI
▨ DC
▨ Guam
▨ Palau
☐ PR
☐ RMI
☐ USVI

Post-School Status


POST-SCHOOL STATUS
WA
OR
ID
MT
WY
ND
SD
NE
MN
WI
MI
IA
IL
IN
OH
PA
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
WV
VA
KY
TN
NC
SC
GA
AL
MS
LA
AR
MO
KS
OK
TX
NM
CO
UT
NV
CA
AZ
FL
HI
AK
☐ Am Samoa
☐ BIA
☐ CNMI
☐ DC
▨ Guam
▨ Palau
☐ PR
▨ RMI
☐ USVI
▨ Shaded states collect state-level information

Participation in General Education Assessments

STATE	Achievement	Vocational	Post-School Status
Alabama	▓		
Alaska	▓		
Arizona	▓		░
Arkansas	▓		
California	▓		
Colorado			
Connecticut	▓		
Delaware	▓	░	░
Florida	▓	░	■
Georgia	■	■	░
Hawaii	▓		
Idaho	▓		■
Illinois	■		
Indiana	▓		
Iowa	▓		░
Kansas	■		
Kentucky	■	■	■
Louisiana	■	■	
Maine	■		
Maryland	■	■	■
Massachusetts	■		░
Michigan	■		░
Minnesota			▓
Mississippi	▓		
Missouri		■	
Montana			
Nebraska			
Nevada	░		░
New Hampshire	■		▓
New Jersey	▓		

STATE	Achievement	Vocational	Post-School Status
New Mexico	▓	▓	
New York	▓		
North Carolina	▓		▓
North Dakota	■		░
Ohio	■	■	■
Oklahoma	■		
Oregon	■	░	░
Pennsylvania	▓		
Rhode Island	▓		
South Carolina	▓		
South Dakota	▓	■	
Tennessee	▓		
Texas	■		▓
Utah	▓		░
Vermont	■	■	▓
Virginia	▓		▓
Washington	▓		
West Virginia	▓	▓	
Wisconsin	▓		
Wyoming			
Am Samoa	■		
BIA	■		
DC	■	■	
Guam	■	░	░
CNMI	■		
RMI	░		░
Palau	▓	■	░
Puerto Rico	■		
USVI	▓		

▓ General Education

░ Special Education

■ Combined

24

Achievement Data for Reading, Math, Language, Science and Social Studies

STATE	Reading	Math	Language	Science	Social Studies	Other
Alabama	●	●	●	●	●	
Alaska	●	●	●			
Arizona	●	●	●			
Arkansas	●	●	●	●	●	
California	●	●	●			
Connecticut	●	●	●			
Delaware	●	●	●	●	●	
Florida	●	●	●			●
Georgia	●	●	●	●	●	
Hawaii	●	●	●			
Idaho	●	●	●	●	●	
Illinois	●	●	●	●	●	
Indiana	●	●	●	●	●	
Iowa	●	●	●			
Kansas	●	●				
Kentucky	●	●	●	●	●	●
Louisiana	●	●	●	●	●	●
Maine	●	●	●	●	●	●
Maryland	●	●	●	●	●	
Massachusetts	●	●	●	●	●	
Michigan	●	●		●	●	●
Mississippi	●	●	●			
Nevada	●	●	●			
New Hampshire	●	●	●	●	●	
New Jersey	●	●	●			
New Mexico	●	●	●	●	●	

STATE	Reading	Math	Language	Science	Social Studies	Other
New York	●	●	●	●	●	
North Carolina	●	●	●	●	●	
North Dakota	●	●	●	●	●	●
Ohio	●	●	●		●	●
Oklahoma	●	●	●	●	●	
Oregon	●	●	●			
Pennsylvania	●	●	●			
Rhode Island	●	●				●
South Carolina	●	●	●			
South Dakota	●	●	●	●	●	
Tennessee	●	●	●	●	●	
Texas	●	●	●	●	●	
Utah	●	●	●	●	●	
Vermont		●	●			
Virginia	●	●	●			
Washington	●	●	●	●	●	
West Virginia	●	●	●	●	●	●
Wisconsin	●					
Am Samoa	●	●	●	●	●	
BIA						
Guam	●	●	●		●	
CNMI	●	●	●	●	●	
RMI	●	●				
Palau	●	●		●	●	
Puerto Rico	●	●	●			
USVI	●	●	●			

Vocational Skills Areas Assessed

Employment During School Years

- Delaware
- Maryland
- New Mexico
- Ohio
- Oregon
- South Dakota
- Vermont
- DC
- Guam

Enrollment in Vocational Education

- Delaware
- Florida
- Georgia
- Kentucky
- Louisiana
- Maryland
- Missouri
- Ohio
- Oregon
- South Dakota
- Vermont
- West Virginia
- DC

Type of Vocational Program

- Delaware
- Florida
- Georgia
- Kentucky
- Maryland
- Missouri
- Ohio
- Oregon
- South Dakota
- Vermont
- West Virginia

Job Placement

- Delaware
- Florida
- Georgia
- Maryland
- Ohio
- Oregon
- South Dakota
- Vermont
- West Virginia
- DC
- Guam
- Palau

Other

- New Mexico
- Ohio
- Oregon
- Vermont
- West Virginia

Employment Status, Wages, Enrollment in School, Living Arrangements

STATE	Employment Status	Wages	Enrollment in School	Living Arrangements	Other
Arizona	●		●	●	
Delaware	●	●	●	●	
Florida	●	●	●		
Georgia	●		●		●
Idaho	●		●	●	
Iowa	●	●	●	●	
Kentucky	●		●		
Maryland	●	●	●	●	
Massachusetts	●		●		
Michigan	●	●	●	●	●
Minnesota	●	●	●		
Nevada	●		●	●	●
New Hampshire	●	●			
North Carolina	●	●	●		
North Dakota	●	●	●	●	
Ohio	●		●		
Oregon	●	●	●	●	
Texas	●	●	●		●
Utah	●	●	●	●	
Vermont	●	●	●	●	●
Virginia	●		●		
DC	●		●		
Guam	●				
RMI	●	●		●	
Palau	●				

Uses of Achievement and Post-School Status Data

STATE	Achievement									Post-School Status							
	State Legislature	LEA Report	SEA Report	Report for State	Accountability	Student Decision	Program Evaluation	Parent Report	Other	State Legislature	LEA Report	SEA Report	Report for State	Accountability	Student Decisions	Program Evaluation	Other
Alabama	✓	✓	✓	✓	✓	✓	✓	✓									
Alaska	✓	✓	✓	✓	✓			✓									
Arizona		✓	✓	✓			✓									✓	
Arkansas		✓	✓														
California	✓	✓	✓	✓	✓	✓	✓										
Connecticut	✓	✓	✓	✓	✓	✓	✓	✓									
Delaware		✓	✓	✓	✓			✓				✓		✓		✓	
Florida	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓				
Georgia		✓		✓	✓	✓	✓	✓				✓	✓	✓			
Hawaii		✓		✓	✓	✓	✓	✓	✓								
Idaho	✓	✓	✓							✓						✓	
Illinois	✓	✓			✓			✓					✓				
Indiana	✓	✓	✓	✓	✓	✓	✓	✓	✓								
Iowa		✓											✓				
Kansas	✓	✓		✓	✓	✓			✓								
Kentucky	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			
Louisiana						✓	✓										
Maine	✓	✓	✓	✓	✓		✓	✓									
Maryland	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓				✓	
Massachusetts	✓	✓										✓					
Michigan	✓	✓	✓	✓				✓			✓	✓				✓	
Minnesota																✓	
Mississippi	✓	✓	✓	✓	✓		✓	✓									
Nevada																✓	
New Hampshire				✓			✓		✓		✓						
New Jersey		✓	✓	✓		✓											

STATE	Achievement									Post-School Status							
	State Legislature	LEA Report	SEA Report	Report for State	Accountability	Student Decision	Program Evaluation	Parent Report	Other	State Legislature	LEA Report	SEA Report	Report for State	Accountability	Student Decisions	Program Evaluation	Other
New Mexico	✓	✓	✓	✓	✓	✓	✓	✓									
New York		✓	✓	✓	✓	✓	✓	✓									
North Carolina		✓	✓	✓	✓	✓	✓									✓	✓
North Dakota	✓	✓	✓	✓		✓	✓	✓					✓			✓	✓
Ohio	✓		✓		✓				✓					✓			
Oklahoma		✓	✓	✓													
Oregon	✓	✓	✓	✓	✓		✓			✓	✓	✓				✓	
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓									
South Carolina	✓	✓		✓	✓	✓	✓	✓									
South Dakota		✓	✓	✓	✓	✓	✓	✓									
Tennessee	✓	✓			✓	✓	✓										
Texas	✓	✓	✓	✓	✓	✓	✓	✓				✓					✓
Utah	✓	✓	✓	✓	✓			✓			✓	✓	✓	✓	✓	✓	
Vermont		✓					✓			✓	✓		✓		✓	✓	✓
Virginia		✓	✓	✓	✓		✓									✓	
Washington	✓	✓		✓	✓		✓	✓	✓								
West Virginia		✓		✓					✓								
Wisconsin	✓	✓	✓	✓	✓	✓	✓	✓									
Am Samoa					✓	✓	✓										
BIA							✓										
DC		✓	✓														
Guam					✓	✓	✓									✓	✓
CNMI							✓										
RMI	✓	✓						✓							✓		
Palau						✓									✓		
Puerto Rico						✓											
USVI					✓		✓										

Vocational Skills Data in Reports and Evaluations

Report to State Legislature

- Maryland
- Ohio
- Oregon
- Vermont

Report to LEAs

- Florida
- Georgia
- Maryland
- New Mexico
- Ohio
- Oregon
- South Dakota
- Vermont
- West Virginia

Program Evaluation

- Delaware
- Maryland
- Ohio
- Oregon
- South Dakota
- Guam

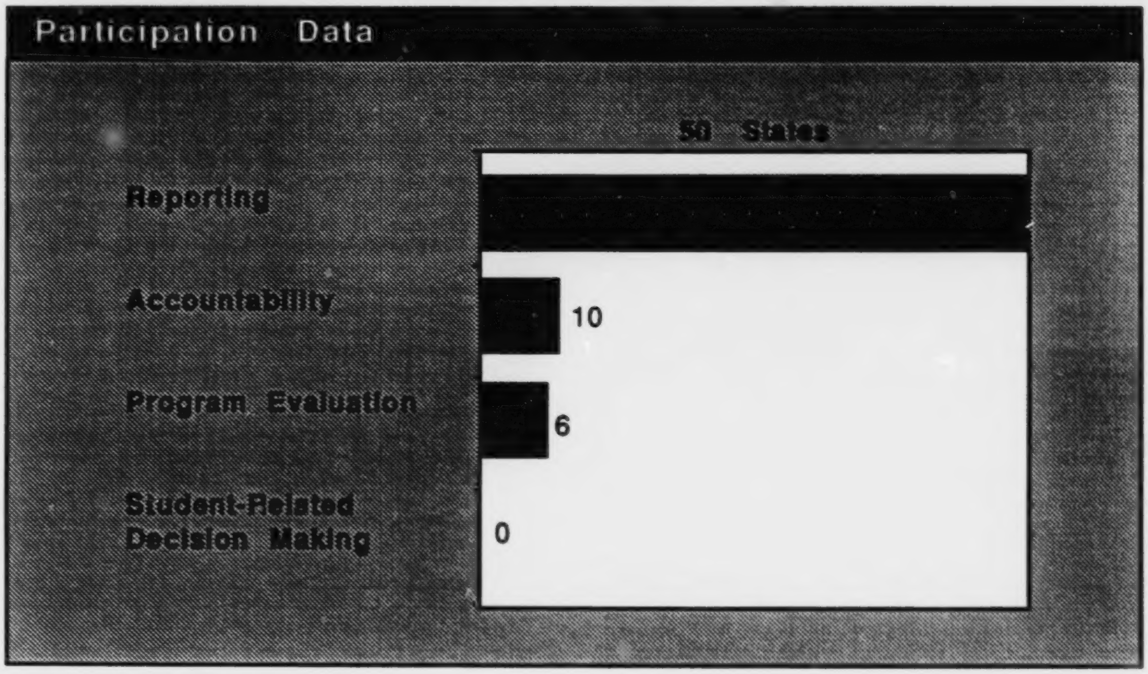
Internal SEA Reports

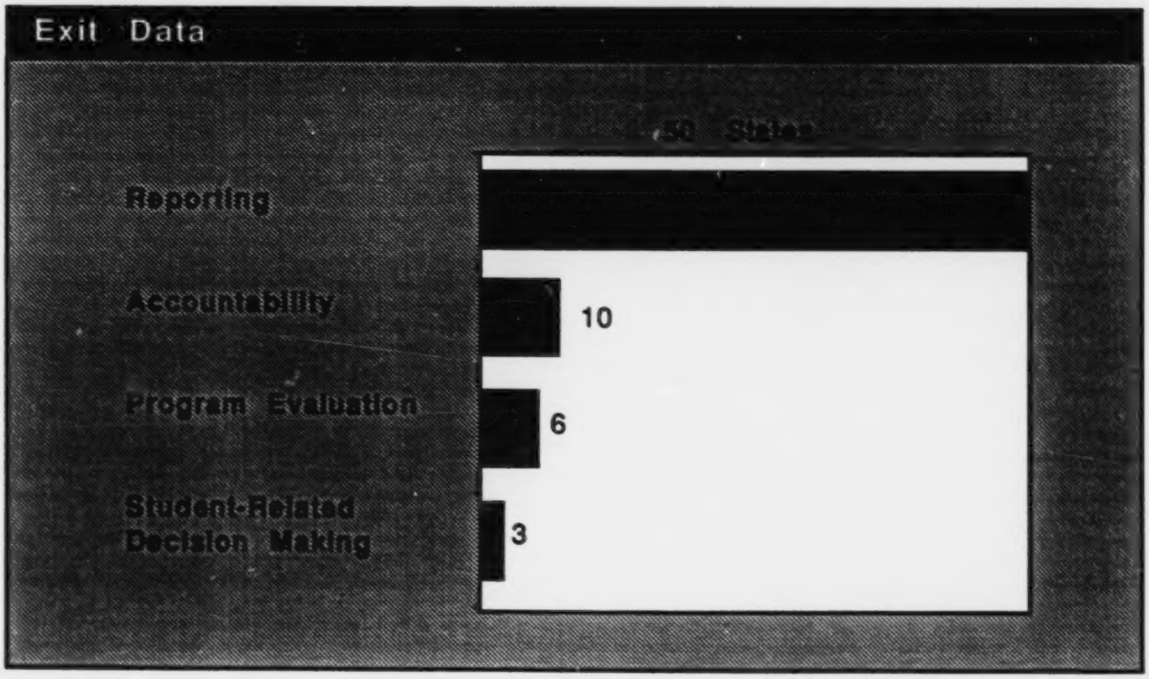
- Palau

Other

- Delaware
- South Dakota
- Vermont

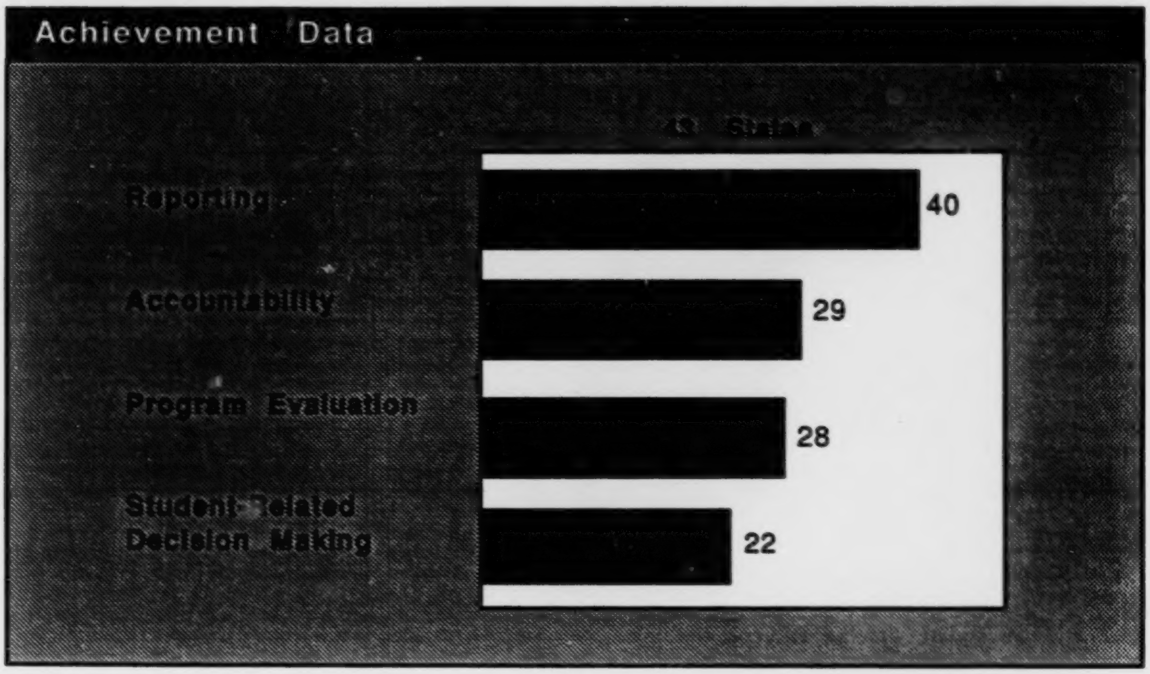
State Assessment of Outcomes ■ Figure 3 ■ Regular States Use of Collected Data

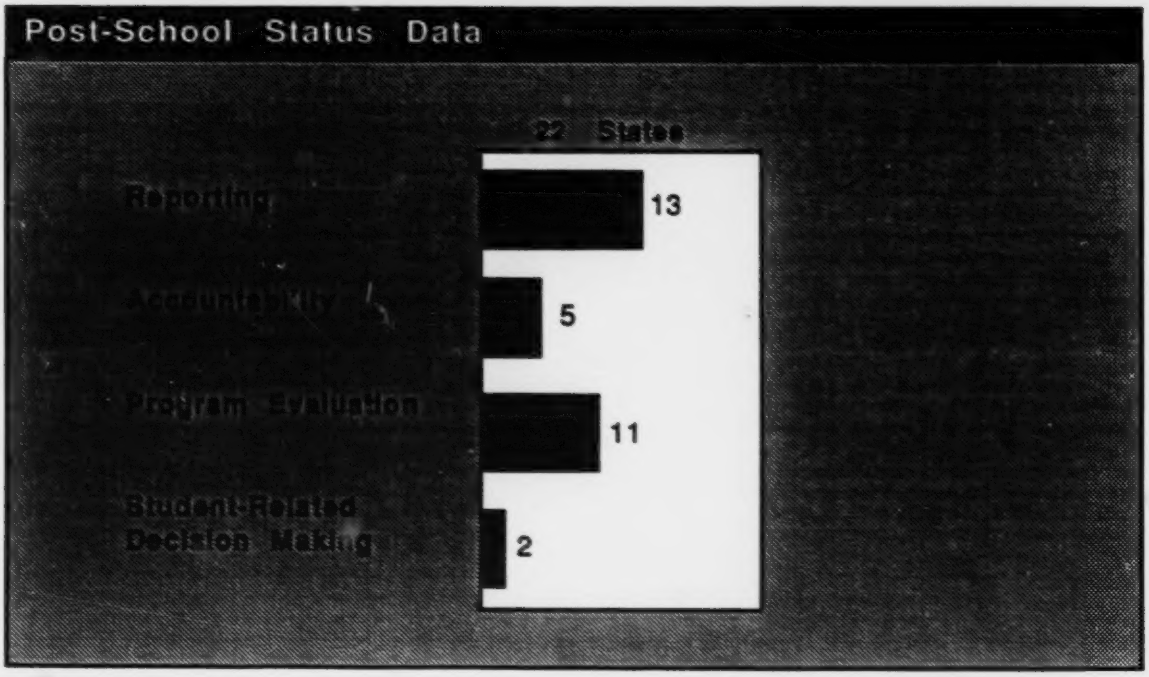




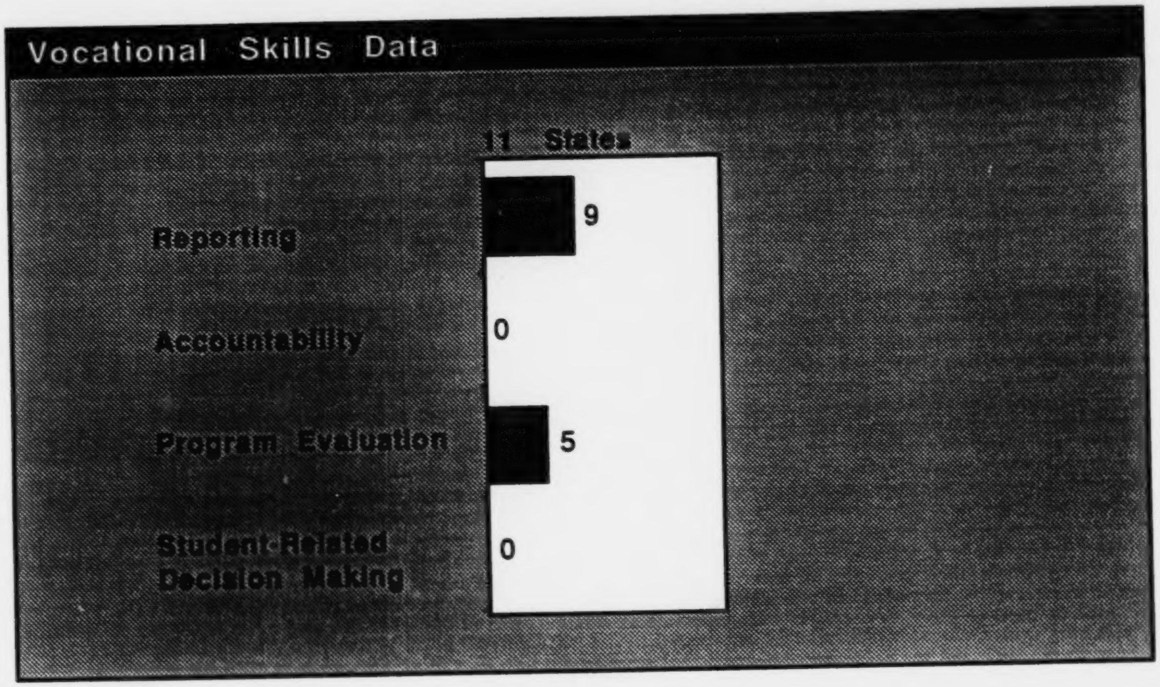
BEST COPY AVAILABLE

State Assessment of Outcomes ■ Figure 3 ■ Regular States Use of Collected Data





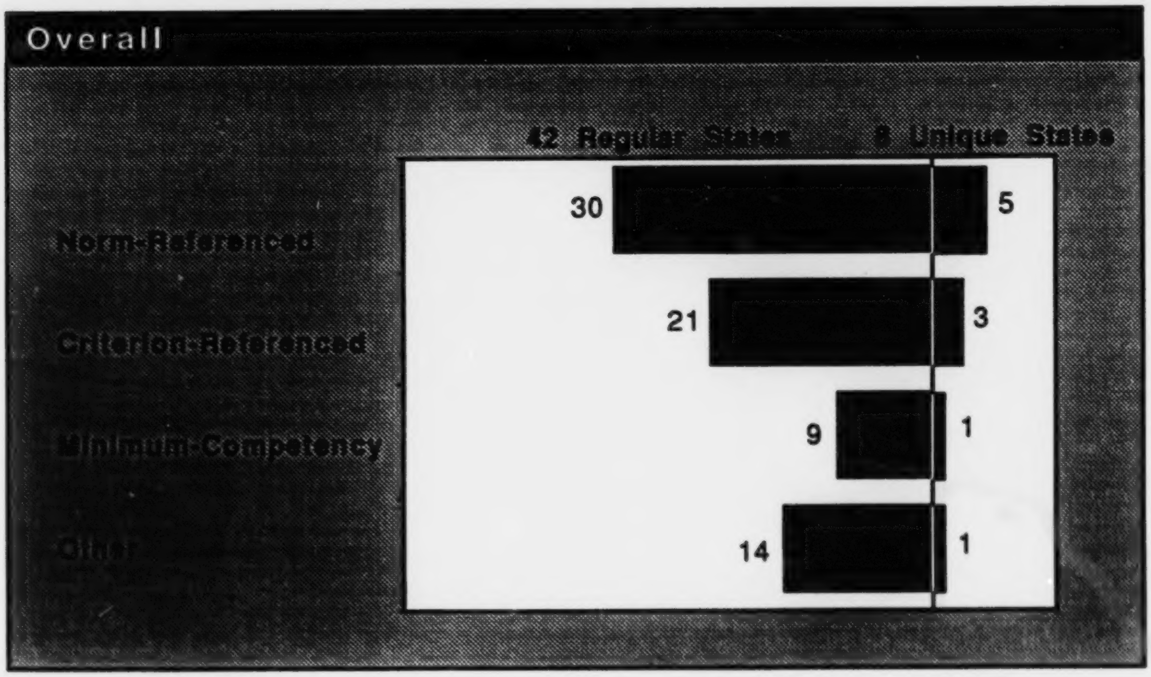
BEST COPY AVAILABLE

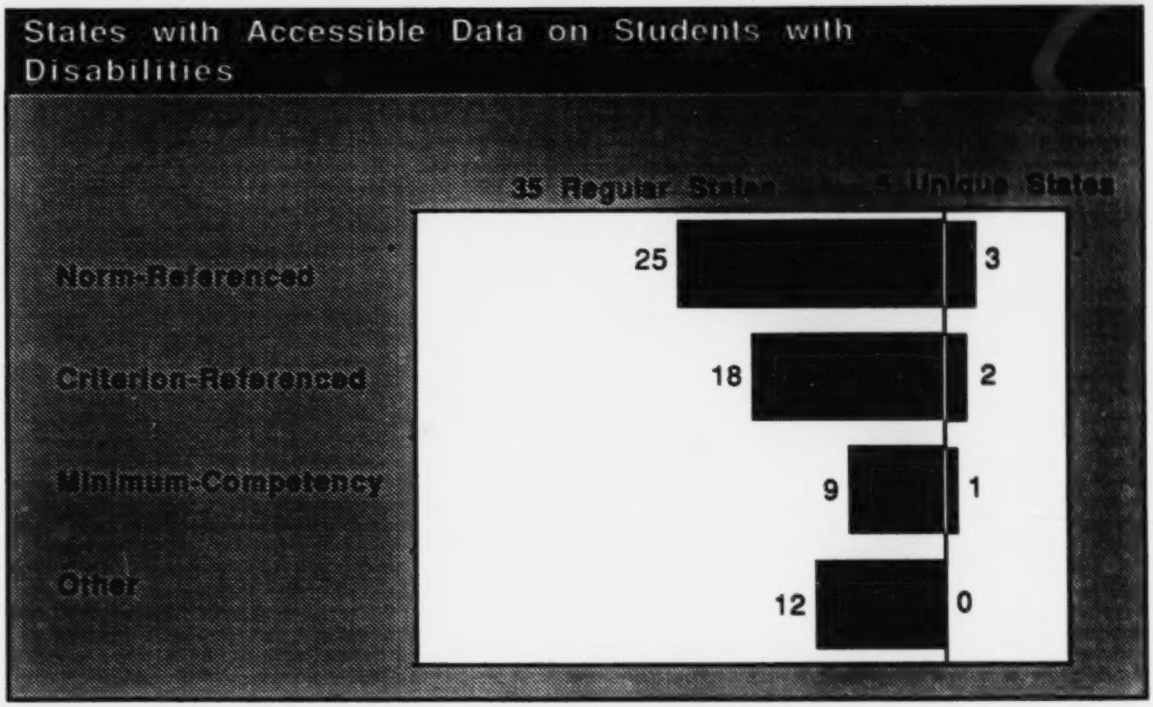


Note: All of the information in Figure 3 is from *State Special Education Outcomes 1992*.

BEST COPY AVAILABLE

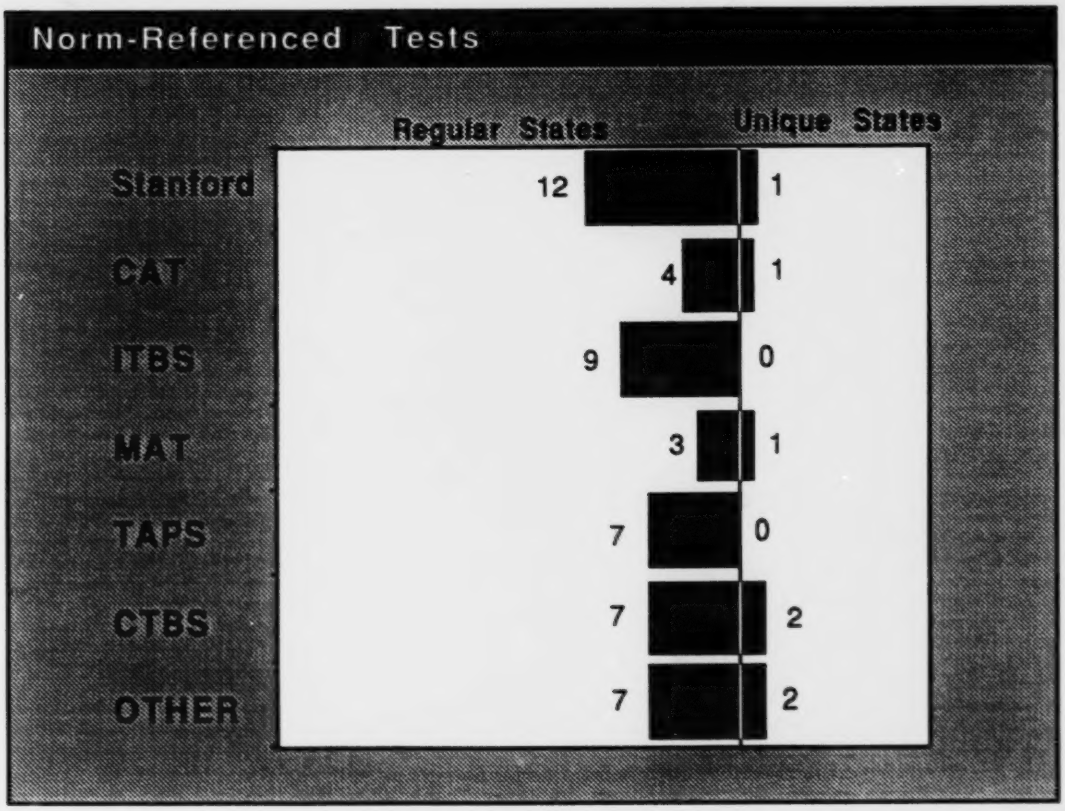
State Assessment of Outcomes ■ Figure 4 ■ Types of Achievement Assessments





Note: All of the information in Figure 4 is from *State Special Education Outcomes 1992*.

BEST COPY AVAILABLE



CAT = California Achievement Test
CTBS = Comprehensive Test of Basic Skills
ITBS = Iowa Tests of Basic Skills
MAT = Metropolitan Achievement Test
Stanford = Stanford Achievement Test
TAPS = Tests of Achievement and Proficiency

Note: All of the information in Figure 5 is from *State Special Education Outcomes 1992.*

BEST COPY AVAILABLE

Norm-referenced Tests Used to Assess Reading and Math

STATE	CAT	CTBS	ITBS	MAT	Stanford	TAPS	Other
Alabama					●		
Alaska			●				
Arizona			●			●	
Arkansas					●		
Delaware					●		
Florida					●	●	●
Georgia			●			●	
Hawaii					●		
Idaho			●			●	
Illinois							●
Indiana		●			●		
Iowa			●				
Kentucky							●
Louisiana	●						
Maryland		●					
Mississippi					●		
Nevada		●					
New Hampshire	●						
New Jersey						●	
New Mexico			●				

* Tests are those used in state-level assessment programs.

CAT = California Achievement Test
CTBS = Comprehensive Test of Basic Skills
ITBS = Iowa Tests of Basic Skills
MAT = Metropolitan Achievement Test
Stanford = Stanford Achievement Test
TAPS = Tests of Achievement and Proficiency

STATE	CAT	CTBS	ITBS	MAT	Stanford	TAPS	Other
North Carolina	●						
North Dakota		●					
Ohio	●	●	●	●	●	●	●
Oklahoma			●		●	●	
Oregon							●
Rhode Island				●			
South Carolina					●		
South Dakota					●		
Tennessee							●
Texas							●
Utah					●		
Virginia			●			●	
Washington		●		●			
West Virginia		●					
Am Samoa					●		
BIA		●					
DC		●					
CNMI	●						
RMI							●
Puerto Rico							●
USVI				●			

Including Students With Disabilities

Participation in Achievement Assessments

Figure 6

Students with disabilities who do not participate in general education achievement assessments often participate in alternative assessments. States using alternative forms of assessment are shown in Figure 6. Typically, the IEP is the focus of the alternative assessment.

Figure 7

Figure 7 illustrates, in summary form, the types of alternative student achievement data that are collected in those states that offer alternative achievement assessments. References to "IEP evaluation component" reflect some states' efforts to make greater use of the IEP document and annual evaluations of whether students meet IEP objectives.

Figure 8

Although students with disabilities participate in most state-level achievement assessments, only thirty-five regular states and five unique states identify special education students in their data sets. Figure 8 shades those states where data are accessible for students with disabilities who participate in achievement testing. Some states do not have accessible data on students with disabilities because they choose not to separate students in special education from the general education population. Several other states want to identify students with disabilities because it provides them with achievement information on special education students.

Table 12

States find it difficult to estimate the number and percentage of students with disabilities who participate in statewide assessments. Estimates range from less than ten percent to more than ninety percent, with many states unable to provide estimates. In checking the percentages, participation rates vary considerably from one state to the next. Thirty-three states and six unique states have an estimate for the percentage of students with disabilities in state achievement assessments. Of those, fourteen say that less than one-fourth of students with disabilities take part in assessments. Only six states say that more than seventy-five percent of the students participate in assessments.

Better data are needed on the educational outcomes of students with disabilities. A first logical step would be to find out how many students with disabilities actually participate in existing assessment systems. The next

Including students with disabilities involves more than identifying the numbers of students participating in assessments. It involves considering the available alternative assessments, the guidelines for determining who participates, and the allowable testing accommodations and adaptations.

step would be to look at the variability in rates to determine ways to reduce it.

Accommodations

Table 13

States use many types of decision rules for inclusion. These rules take into consideration the level of service received, time in general education, student characteristics, and undefined decisions made at the local level (usually at the school level). Almost two thirds of the states with inclusion guidelines allow the decision to be made at the local level.

Approximately one third of the states use criteria such as student specific characteristics, level of service received and time in general education. Over two thirds of the states use a combination of criteria or decision rules. State personnel noting "other" in their responses identified the following types of considerations in their decision rules about inclusion: IEPs, state laws/board rules, extent of cognitive disability, and courses for which the student is mainstreamed. The emphasis on local control is evident in the types of decision rules used by states.

Table 14

Responsibility for deciding whether to include specific students with disabilities is often given to the IEP team. This is the case in about eighty percent of the states. Principals are identified as key decision makers in nine regular and five unique states. An emphasis on local control is evident in who makes decisions about inclusion.

Figure 9

Many states have written rules about the inclusion of students with disabilities. The thirty-six states and four unique states that have formal or written guidelines for inclusion decisions are shaded in Figure 9. Despite these guidelines, questions remain about how consistently they are implemented in different settings. Variations in participation can be attributable to whether decision makers include or exclude students with disabilities in large-scale assessments.

Figure 10

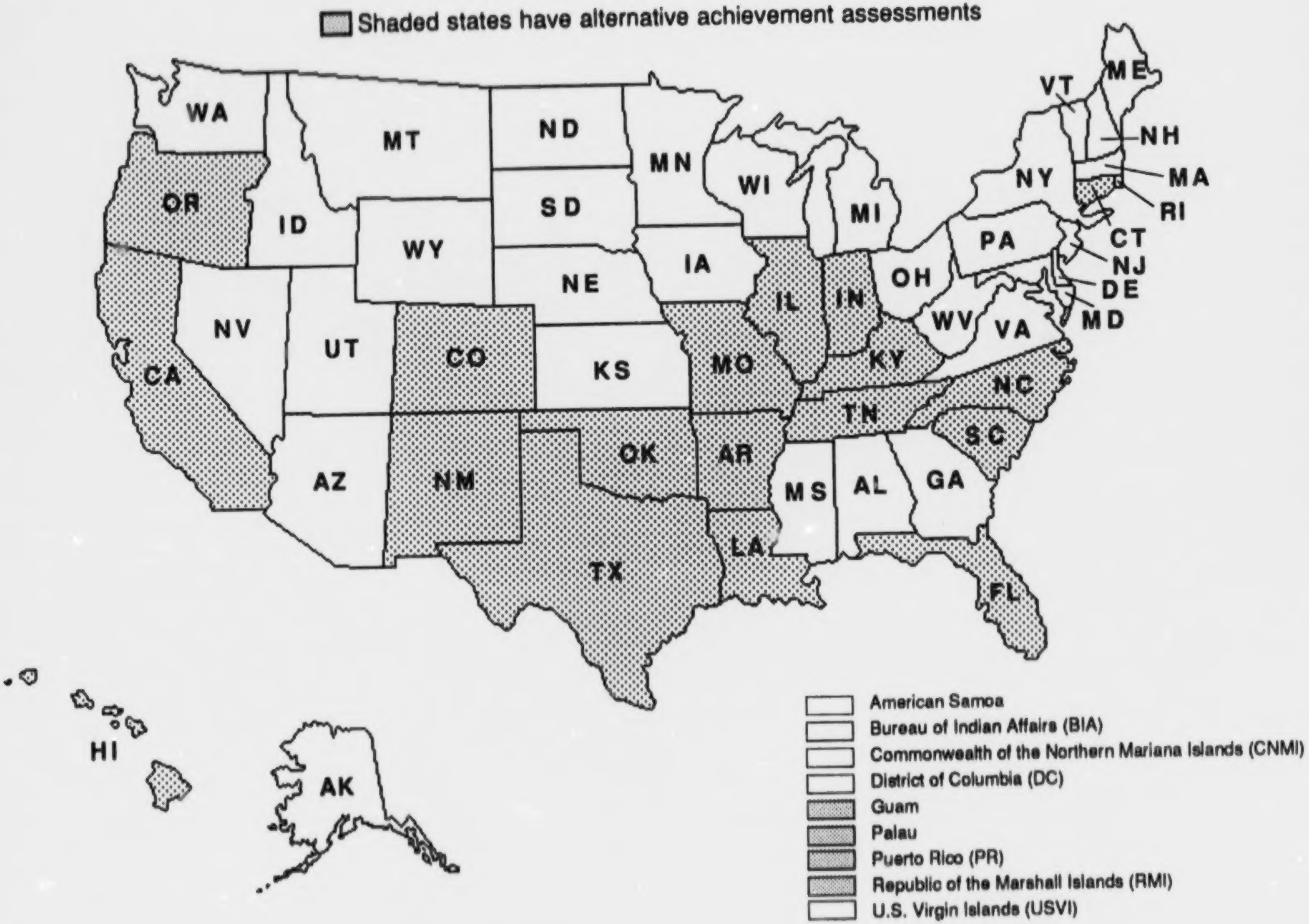
Accommodations in testing procedures often are necessary when students with disabilities participate in general education assessments. State education agencies in thirty-one regular and two unique states publish formal or written guidelines. In forty-five regular and six unique states, accommodations of some type are allowed.

Table 15

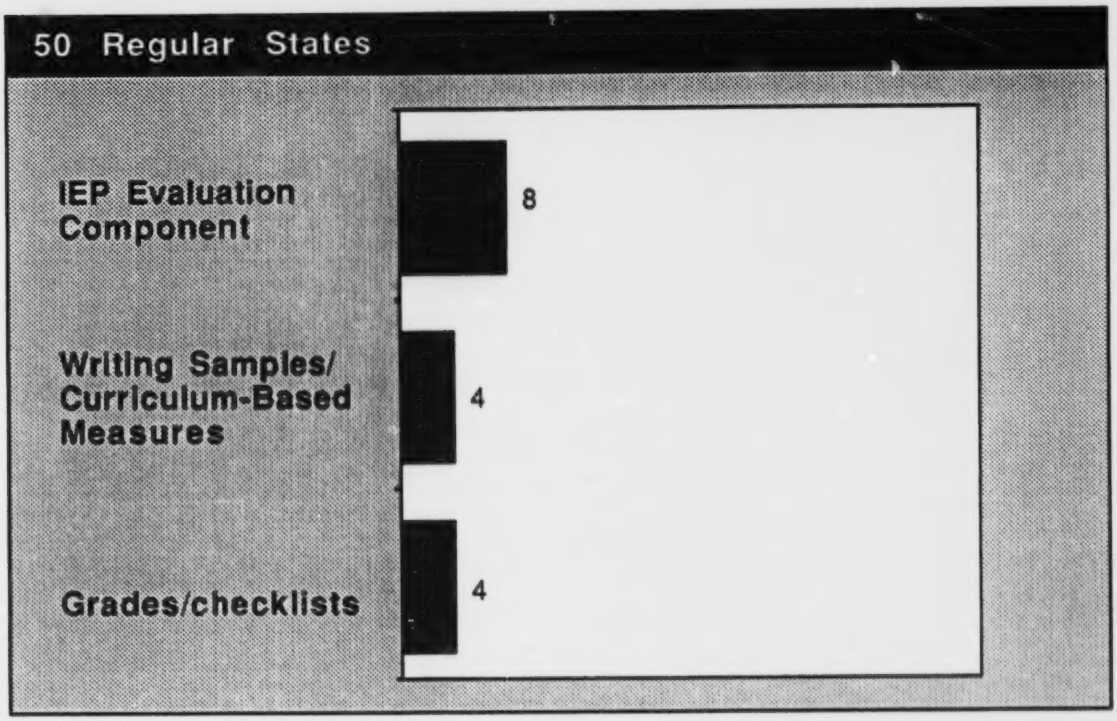
There are four main types of accommodations for students with disabilities: alternate presentation mode, alternate response mode, flexibility of time limits, and flexibility of setting. Table 15 presents the types of accommodations allowed by states and further indicates the types of alternate presentations and responses allowed by each state. Alternate presentation modes include Braille, oral reading, sign language, large print materials, and other IEP-determined modes. Alternate response modes include the use of computers, oral responses, sign language, and other IEP-determined modes. Numerous states indicated that all of these types of accommodations are available upon request.

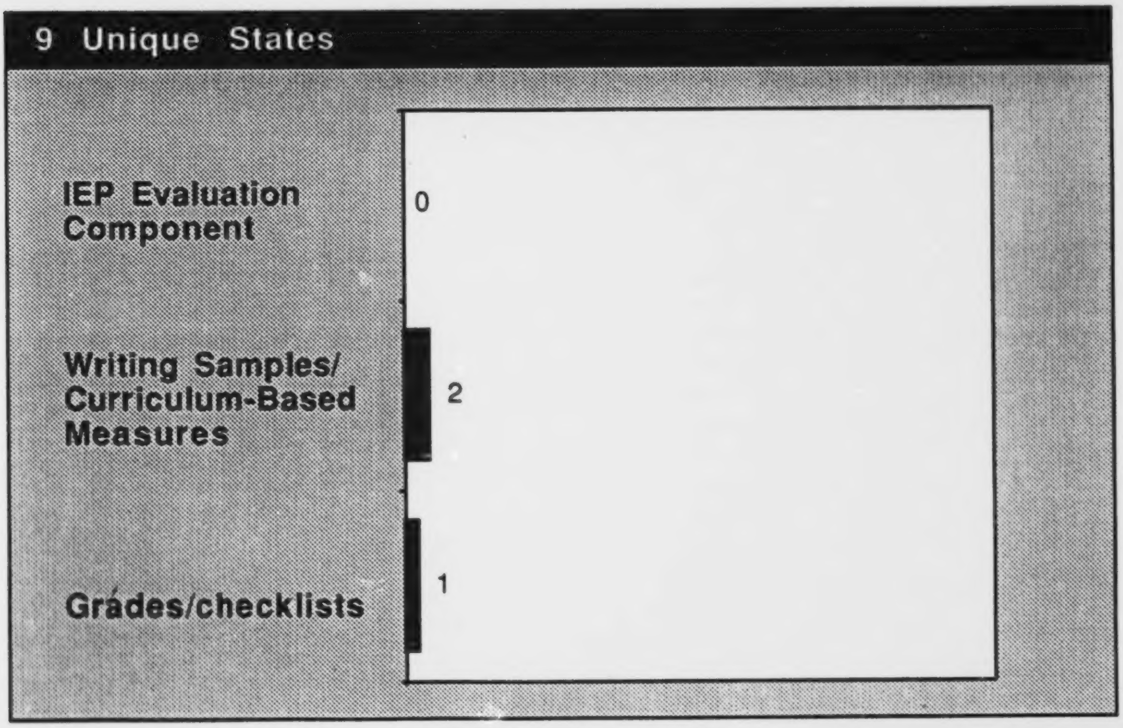
States Using Alternative Achievement Assessments

▨ Shaded states have alternative achievement assessments


WA
OR
CA
ID
NV
MT
WY
UT
AZ
CO
NM
ND
SD
NE
KS
OK
TX
MN
IA
MO
AR
LA
WI
IL
MI
IN
OH
KY
TN
MS
AL
GA
FL
SC
NC
VA
WV
PA
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
HI
AK

- ☐ American Samoa
- ☐ Bureau of Indian Affairs (BIA)
- ☐ Commonwealth of the Northern Mariana Islands (CNMI)
- ☐ District of Columbia (DC)
- ▨ Guam
- ▨ Palau
- ▨ Puerto Rico (PR)
- ▨ Republic of the Marshall Islands (RMI)
- ☐ U.S. Virgin Islands (USVI)

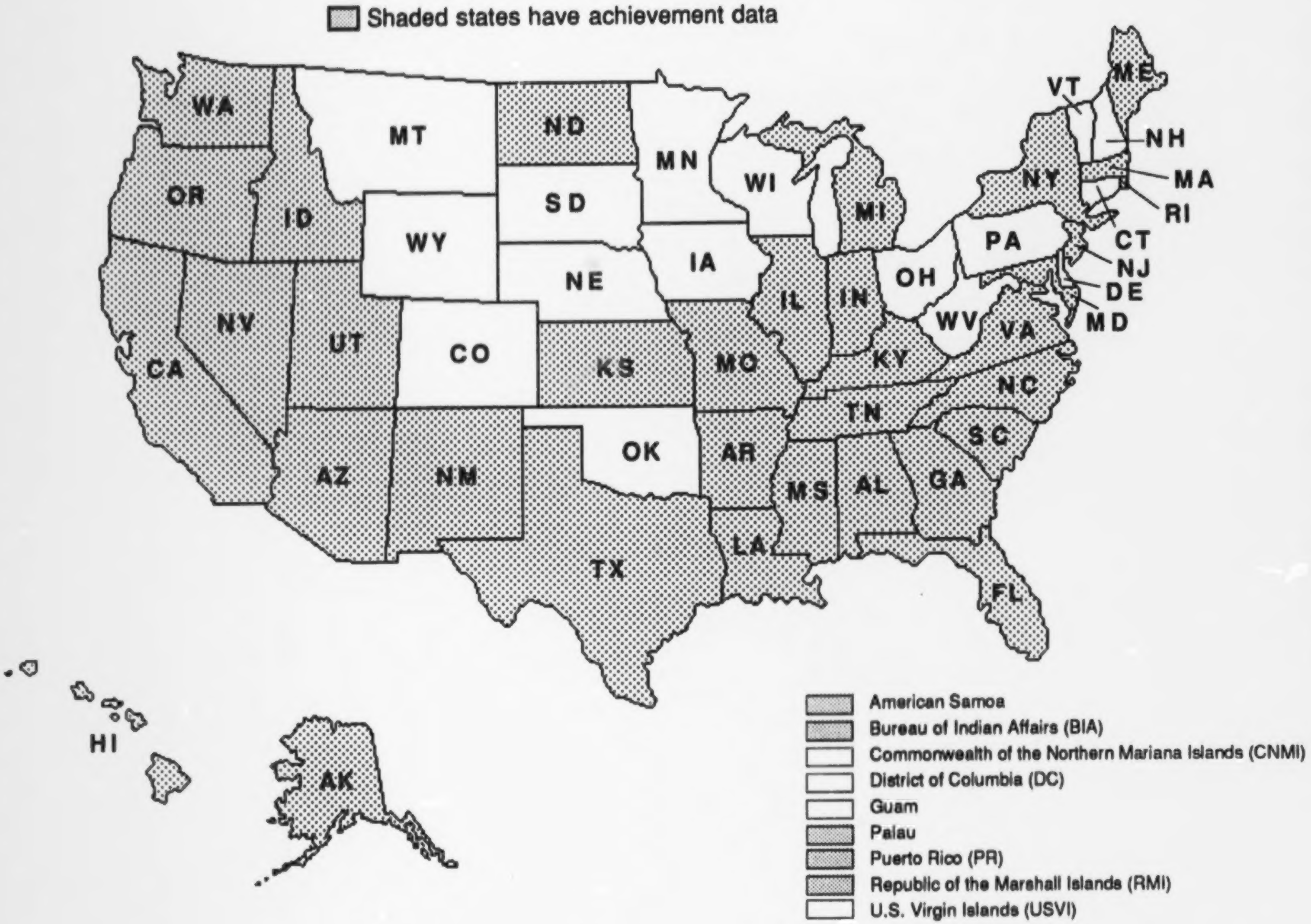




Note: All of the information in Figure 7 is from *State Special Education Outcomes 1992*.

BEST COPY AVAILABLE

States with Accessible Achievement Data on Students with Disabilities


Shaded states have achievement data
WA
OR
CA
ID
NV
MT
WY
UT
AZ
CO
NM
ND
SD
NE
KS
OK
TX
MN
IA
MO
AR
LA
WI
IL
MI
IN
OH
KY
TN
MS
AL
GA
FL
SC
NC
VA
WV
PA
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
HI
AK

- ▨ American Samoa
- ▨ Bureau of Indian Affairs (BIA)
- ☐ Commonwealth of the Northern Mariana Islands (CNMI)
- ☐ District of Columbia (DC)
- ☐ Guam
- ▨ Palau
- ▨ Puerto Rico (PR)
- ▨ Republic of the Marshall Islands (RMI)
- ☐ U.S. Virgin Islands (USVI)

Estimated Participation of Students with Disabilities in State Achievement Assessments

STATE	Less than 10%	10%-24%	25%-49%	50%-74%	75%-90%	More than 90%	Don't know
Alabama							●
Alaska							●
Arizona							●
Arkansas							●
California			●				
Colorado	●						
Connecticut			●				
Delaware				●			
Florida	●						
Georgia	●						
Hawaii			●				
Idaho			●				
Illinois			●				
Indiana					●		
Iowa			●				
Kansas		●					
Kentucky						●	
Louisiana	●						
Maine					●		
Maryland						●	
Massachusetts				●			
Michigan	●						
Minnesota	●						
Mississippi							●
Missouri	●						
Montana							●
Nebraska*							●
Nevada							●
New Hampshire							●
New Jersey				●			

STATE	Less than 10%	10%-24%	25%-49%	50%-74%	75%-90%	More than 90%	Don't know
New Mexico	●						
New York				●			
North Carolina					●		
North Dakota	●						
Ohio							●
Oklahoma*							
Oregon			●				
Pennsylvania							●
Rhode Island				●			
South Carolina				●			
South Dakota				●			
Tennessee			●				
Texas			●				
Utah							●
Vermont							●
Virginia							●
Washington	●						
West Virginia							●
Wisconsin	●						
Wyoming*							
Am Samoa					●		
BIA*							
DC			●				
Guam	●						
CNMI			●				
RMI							●
Palau		●					
Puerto Rico			●				
USVI							●

* This information was unavailable or students didn't participate in assessment.

Decision Rules for Inclusion in State Assessments

STATE	Local Decision	Student Specific Characteristics	Level of Service Received	Time in General Education	Other
Alabama	●			●	●
Alaska	●	●	●		
Arizona	●				●
Arkansas	●		●		
California			●		
Colorado			●		
Connecticut	●				
Delaware	●	●	●		●
Florida					●
Georgia					●
Hawaii				●	
Idaho	●			●	
Illinois	●				●
Indiana				●	●
Iowa	●	●		●	
Kansas	●				●
Kentucky					●
Louisiana	●				●
Maine	●	●			●
Maryland					●
Massachusetts	●		●	●	●
Michigan	●			●	
Minnesota		●	●	●	
Mississippi	●		●	●	
Missouri	●			●	●
Montana	●	●			
Nebraska					
Nevada					●
New Hampshire					
New Jersey		●		●	●

STATE	Local Decision	Student Specific Characteristics	Level of Service Received	Time in General Education	Other
New Mexico	●		●		
New York		●			
North Carolina	●	●			
North Dakota	●	●		●	●
Ohio	●				
Oklahoma					
Oregon	●	●	●		
Pennsylvania	●			●	
Rhode Island	●		●	●	●
South Carolina		●			
South Dakota	●				
Tennessee	●				
Texas	●	●	●	●	●
Utah		●			
Vermont	●				
Virginia	●	●	●		
Washington	●				●
West Virginia	●	●	●	●	●
Wisconsin	●				●
Wyoming	●	●			
Am Samoa	●		●	●	●
BIA					●
DC	●	●	●		●
Guam				●	
CNMI					
RMI					
Palau					●
Puerto Rico		●			
USVI	●				

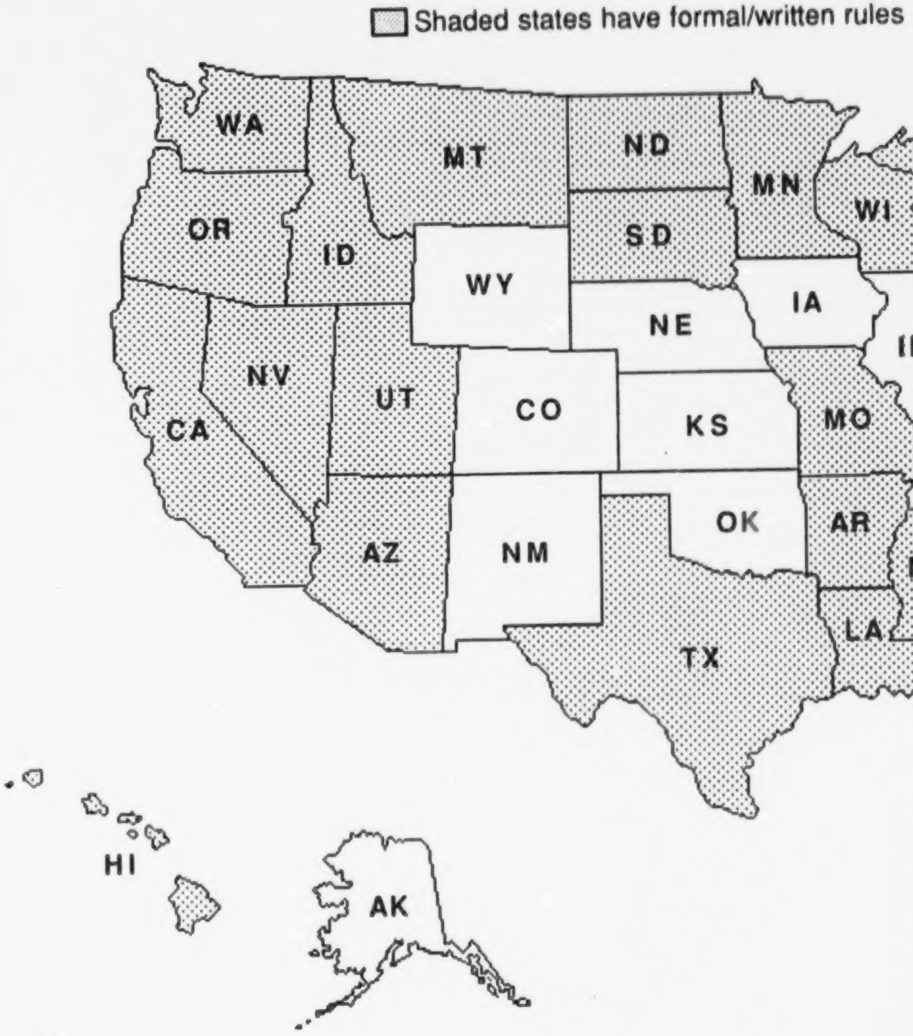
Decision Makers for Inclusion in State Assessments

STATE	IEP Team	State Agency Personnel (SEA)	Local Decision	School Principal	Teacher
Alabama	●				
Alaska	●				
Arizona	●				
Arkansas	●				
California	●	●			
Colorado	●				
Connecticut	●				
Delaware	●			●	●
Florida	●				
Georgia	●				
Hawaii				●	
Idaho	●			●	
Illinois	●				
Indiana	●				
Iowa*					
Kansas	●				
Kentucky	●				
Louisiana	●				
Maine	●				
Maryland		●			
Massachusetts	●	●			
Michigan	●			●	
Minnesota					●
Mississippi	●				●
Missouri	●				
Montana*					
Nebraska*					
Nevada	●				
New Hampshire	●				
New Jersey	●				

STATE	IEP Team	State Agency Personnel (SEA)	Local Decision	School Principal	Teacher
New Mexico	●				
New York	●	●		●	
North Carolina	●				
North Dakota	●				
Ohio	●				
Oklahoma*					
Oregon	●		●	●	●
Pennsylvania			●		
Rhode Island	●				
South Carolina	●				
South Dakota	●				
Tennessee	●				
Texas	●			●	●
Utah				●	
Vermont*					
Virginia	●				
Washington	●				
West Virginia	●				
Wisconsin	●				
Wyoming			●	●	●
Am Samoa		●		●	●
BIA				●	
DC	●			●	
Guam			●		
CNMI				●	
RMI*					
Palau					●
Puerto Rico	●				
USVI				●	

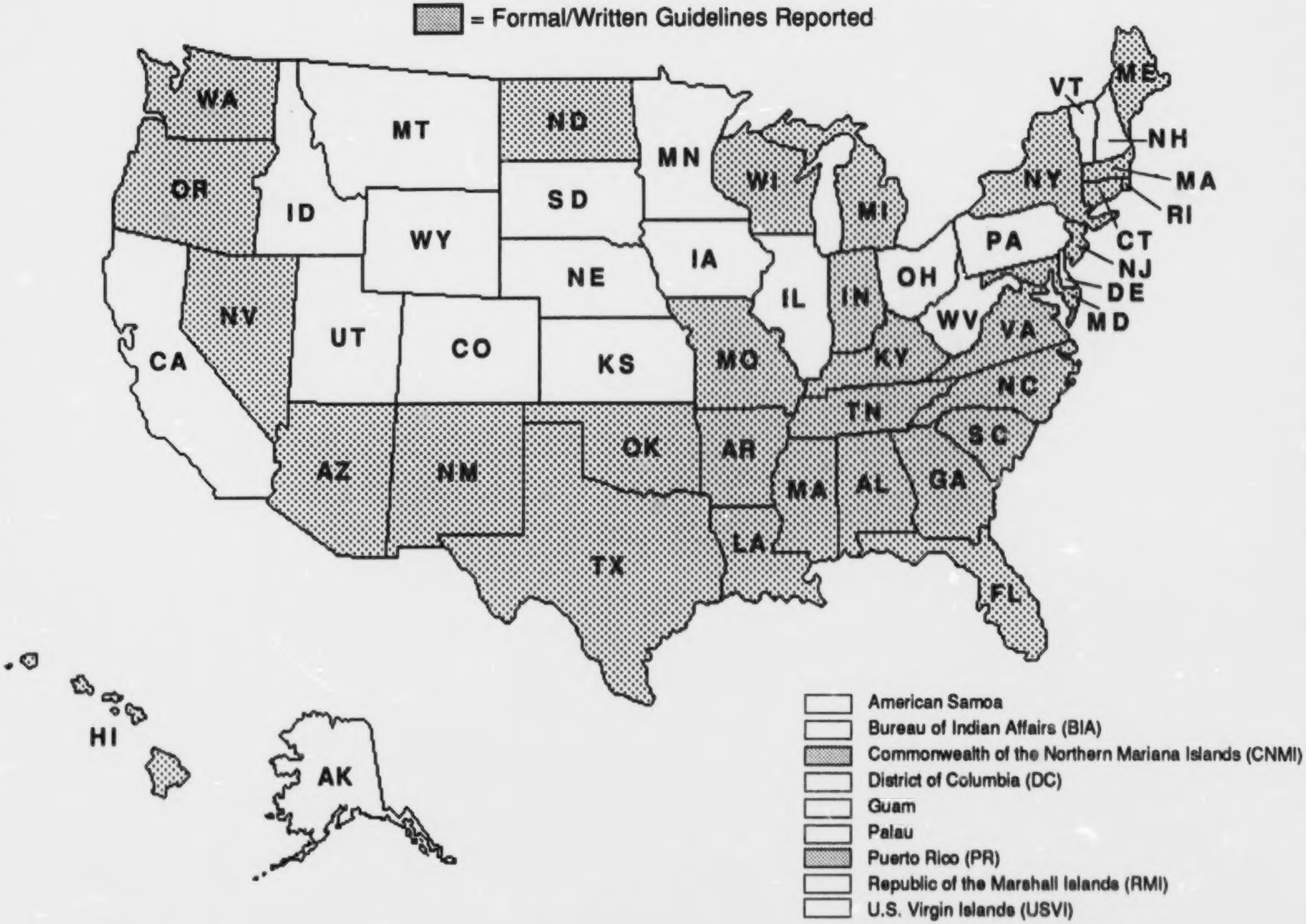
* This information was unavailable or students did not participate in assessment.

States With Formal, Written Rules for Inclusion in Assessments


Shaded states have formal/written rules
WA
MT
ND
MN
OR
ID
SD
WI
MI
WY
NE
IA
IL
IN
OH
NV
UT
CO
KS
MO
KY
WV
VA
CA
TN
NC
OK
AR
SC
AZ
NM
MS
AL
GA
LA
TX
FL
ME
VT
NH
MA
NY
RI
CT
PA
NJ
DE
MD
HI
AK

☐ American Samoa
▨ Bureau of Indian Affairs (BIA)
☐ Commonwealth of the Northern Mariana Islands (CNMI)
▨ District of Columbia (DC)
☐ Guam
▨ Palau
▨ Puerto Rico (PR)
☐ Republic of the Marshall Islands (RMI)
☐ U.S. Virgin Islands (USVI)

States With Formal, Written Testing Accommodation Guidelines


▨ = Formal/Written Guidelines Reported
WA
OR
CA
ID
NV
MT
WY
UT
CO
AZ
NM
ND
SD
NE
KS
OK
TX
MN
IA
MO
AR
LA
WI
IL
MI
IN
KY
TN
MA
AL
GA
FL
SC
NC
VA
WV
OH
PA
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
HI
AK

☐	American Samoa
☐	Bureau of Indian Affairs (BIA)
▨	Commonwealth of the Northern Mariana Islands (CNMI)
☐	District of Columbia (DC)
☐	Guam
☐	Palau
▨	Puerto Rico (PR)
☐	Republic of the Marshall Islands (RMI)
☐	U.S. Virgin Islands (USVI)

Testing Accommodations Allowed by States

STATE	Accommodation Type					Alternate Presentation					Alternate Response			
	Flexible Time	Alternate Presentation Mode	Flexible Setting	Alternate Response Mode	Other	Braille	Oral Reading	Sign Language	IEP Determined	Large Print	Computer	Oral Response	Sign Language	IEP Determined
Alabama	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
Alaska		✓		✓		✓		✓	✓					✓
Arizona	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Arkansas	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓
California		✓								✓				✓
Colorado		✓				✓				✓				
Connecticut	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓
Delaware		✓				✓		✓		✓				
Florida	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Georgia	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Hawaii	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Idaho	✓	✓							✓	✓				
Illinois	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
Indiana	✓	✓	✓	✓		✓	✓		✓	✓				✓
Iowa														
Kansas	✓	✓	✓	✓		✓	✓	✓	✓	✓				✓
Kentucky	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Louisiana	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maine	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Maryland	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Massachusetts	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
Michigan	✓	✓	✓			✓			✓	✓				✓
Minnesota														
Mississippi	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓		✓
Missouri	✓	✓	✓	✓					✓					✓
Montana														
Nebraska														
Nevada	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓
New Hampshire	✓	✓	✓	✓					✓					✓
New Jersey	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓

STATE	Accommodation Type					Alternate Presentation					Alternate Response			
	Flexible Time	Alternate Presentation Mode	Flexible Setting	Alternate Response Mode	Other	Braille	Oral Reading	Sign Language	IEP Determined	Large Print	Computer	Oral Response	Sign Language	IEP Determined
New Mexico	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
New York	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
North Carolina	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
North Dakota	✓		✓	✓			✓					✓		✓
Ohio	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oklahoma		✓		✓		✓	✓	✓	✓	✓				✓
Oregon	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pennsylvania	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Rhode Island		✓	✓	✓		✓			✓	✓	✓			
South Carolina	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓		
South Dakota		✓				✓		✓		✓				
Tennessee	✓	✓	✓	✓		✓		✓	✓					✓
Texas	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Utah		✓								✓				
Vermont					✓									
Virginia	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
Washington	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	
West Virginia		✓		✓					✓					✓
Wisconsin	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Wyoming														
Am Samoa	✓	✓	✓	✓			✓	✓				✓	✓	
BIA		✓		✓			✓		✓					✓
DC				✓										✓
Guam		✓		✓		✓		✓					✓	
CNMI														
RMI														
Palau	✓	✓					✓							
Puerto Rico	✓	✓	✓	✓		✓				✓		✓		
USVI														

State Needs

Barriers to Outcomes Assessment and Assistance Needs

Table 16

Specific barriers to successful assessments have been listed in Table 16. These were identified by either the state director of special education or by assessment personnel in each state. The most prevalent barriers were related to system-wide issues, data use, and assessment instruments. Two states identified additional barriers to outcomes assessment: shortage of funding and lack of statewide consensus.

Table 17

States identify a range of assistance needs, as Table 17 illustrates. States continue to identify a need to increase stakeholder awareness of the value of outcomes information. They also indicate that time and technical advice are critical. The three states having responses in the "other" category mention funding and the development of assessment tools.

*Successful state assessments of educational outcomes for students with disabilities are becoming more important for two reasons. One, because educational reforms are gaining public attention, and two, because parents and policymakers are asking educators to use accountability systems that focus on the **results** of education. In the process of assessing educational outcomes, states identify specific barriers to outcomes assessment and a range of assistance needs.*

State Needs ■ Table 16 ■ Barriers to Outcomes Assessment

Perceived Barriers to Outcomes Assessment

STATE	Technical Expertise	LEA Concern About Data Use	Need for Useable Models	System-Wide Concerns	Staff Limitations	Time Limitations	Definitions of Outcomes	Teacher Concerns	Assessment Instruments	General Education Unit Concerns	Other
Alabama											
Alaska											
Arizona	●						●				
Arkansas	●	●	●	●	●	●	●	●	●	●	
California	●	●	●		●	●	●	●	●	●	
Colorado											
Connecticut		●					●		●		
Delaware			●	●							
Florida		●	●	●			●	●	●	●	
Georgia	●		●		●	●	●				
Hawaii			●						●		
Idaho		●		●			●	●	●	●	
Illinois			●								
Indiana		●									
Iowa	●	●		●			●	●			
Kansas	●			●		●	●	●		●	
Kentucky								●		●	
Louisiana					●	●					●
Maine			●	●		●	●	●	●		●
Maryland	●					●	●		●		
Massachusetts	●	●		●	●	●	●	●	●	●	
Michigan		●									
Minnesota			●					●	●	●	
Mississippi					●					●	
Missouri		●									
Montana											
Nebraska			●	●					●		
Nevada			●						●		
New Hampshire						●					
New Jersey		●	●	●	●		●		●		

STATE	Technical Experise	LEA Concern About Data Use	Need for Useable Models	System-Wide Concerns	Staff Limitations	Time Limitations	Definitions of Outcomes	Teacher Concerns	Assessment Instruments	General Education Unit Concerns	Other
New Mexico		●	●	●				●	●	●	
New York			●				●				
North Carolina		●		●				●		●	
North Dakota			●						●		
Ohio		●	●	●	●			●			
Oklahoma					●	●	●		●	●	
Oregon	●	●		●				●	●	●	
Pennsylvania			●				●				
Rhode Island		●	●		●	●	●				
South Carolina		●		●				●			
South Dakota		●		●				●			
Tennessee		●	●	●	●	●	●	●	●		
Texas		●	●	●			●	●	●	●	
Utah				●							
Vermont		●	●		●	●	●	●			
Virginia		●	●						●	●	
Washington											
West Virginia	●	●		●		●					
Wisconsin											
Wyoming	●		●	●		●					
Am Samoa	●			●			●		●	●	
BIA		●		●				●			
DC	●		●	●				●		●	
Guam				●	●		●			●	
CNMI								●			
RMI								●			
Palau			●							●	
Puerto Rico			●							●	
USVI					●						

State Needs ■ Table 17 ■ State Needs for Outcomes Assessment

State Assistance Needs for Outcomes Assessment

STATE	OSEP Guidance	Staff Allocation	Stakeholder Awareness	Technical Advice	Inservice Training	Policy Advice	Time	General Resources	Other
Alabama									
Alaska		•	•				•	•	
Arizona			•			•			
Arkansas	•	•	•	•	•	•	•	•	
California	•	•	•	•	•	•	•	•	
Colorado									
Connecticut		•	•						
Delaware			•	•		•	•		
Florida			•		•		•		
Georgia		•	•		•	•	•		
Hawaii						•			
Idaho		•	•				•	•	
Illinois				•	•				
Indiana			•	•	•	•			
Iowa	•		•	•	•	•		•	
Kansas	•	•	•	•	•		•		
Kentucky		•	•		•		•		
Louisiana		•	•	•			•	•	•
Maine			•		•		•	•	
Maryland		•	•	•	•		•	•	
Massachusetts		•	•				•		
Michigan			•						
Minnesota			•	•	•	•	•	•	
Mississippi			•						
Missouri					•				
Montana									
Nebraska	•	•	•	•	•	•	•		
Nevada				•				•	
New Hampshire			•	•		•			
New Jersey	•	•		•		•	•		

61

STATE	OSEP Guidance	Staff Allocation	Stakeholder Awareness	Technical Advice	Inservice Training	Policy Advice	Time	General Resources	Other
New Mexico			•		•	•	•	•	
New York			•	•					
North Carolina			•		•		•		
North Dakota									•
Ohio			•	•	•			•	
Oklahoma							•		
Oregon	•	•	•	•	•	•	•	•	
Pennsylvania				•					
Rhode Island			•	•					
South Carolina			•	•					
South Dakota	•		•						
Tennessee		•	•		•		•		
Texas		•		•	•	•			•
Utah									
Vermont		•	•	•	•		•	•	
Virginia	•								
Washington									
West Virginia			•	•			•	•	
Wisconsin									
Wyoming		•			•		•	•	
Am Samoa	•	•	•	•					
BIA			•	•	•	•	•	•	
DC	•	•	•	•	•	•		•	
Guam		•			•			•	
CNMI				•					
RMI									
Palau				•	•				
Puerto Rico				•					
USVI	•		•			•			

Practices, Programs, and Plans

Practices, Programs, and Plans Related to Outcomes

Table 18

States are engaging in many outcomes-related practices and making plans for future state-level outcomes activities. Table 18 lists the general categories of outcomes-related activities being emphasized in states, according to the responses of State Directors of Special Education.

Most states with computer/management information systems have invested in data management systems to maintain comprehensive records of special education students' school careers. Some of these systems (e.g., Ohio, USVI) are being designed to follow students after they leave school.

States that mentioned coordination with general education often had joint efforts between special education and general education when designing assessment systems (e.g., Arkansas, BIA, California, Georgia, Minnesota, New Mexico). States also mentioned efforts to increase cooperation and collaboration between special education and general education at all levels within their states.

Several states now have transition/follow-up/follow-along programs. These efforts to collect outcomes information on former students usually start with federal funds and often involve state departments of education.

Several states incorporate outcomes-oriented principles by implementing initiatives such as outcomes-based education models, performance assessments, performance accreditations, and collaborative teaching methods. Additionally, states are increasing assessment participation, including special education in learner outcomes, and developing state indicators.

Practices, Programs and Plans of States

STATE	Computer/Management Information Systems	Coordination with General Education	Transition/Followup Programs	Assessment/Testing Programs	Models/Indicator Development	Monitoring IEP/Evaluation	Other
Alabama							
Alaska							
Arizona			●	●			
Arkansas	●	●	●	●	●	●	
California		●		●			
Colorado							
Connecticut							
Delaware	●	●	●	●	●	●	
Florida	●		●				
Georgia	●	●	●				
Hawaii			●			●	
Idaho	●		●			●	
Illinois							
Indiana		●	●	●		●	
Iowa	●	●	●		●		●
Kansas	●				●		
Kentucky	●	●	●	●	●	●	
Louisiana	●	●	●	●	●	●	
Maine				●			●
Maryland	●	●	●	●	●	●	●
Massachusetts							
Michigan				●	●		
Minnesota	●	●	●				
Mississippi							
Missouri					●		
Montana							
Nebraska			●				
Nevada		●	●				
New Hampshire	●	●					
New Jersey							

STATE	Computer/Management Information Systems	Coordination with General Education	Transition/Followup Programs	Assessment/Testing Programs	Models/Indicator Development	Monitoring IEP/Evaluation	Other
New Mexico		●	●	●	●		
New York	●						
North Carolina				●			●
North Dakota				●	●		
Ohio	●	●					
Oklahoma							
Oregon	●	●	●				●
Pennsylvania		●					●
Rhode Island					●		●
South Carolina	●			●			
South Dakota				●			
Tennessee							
Texas		●	●		●		
Utah							
Vermont	●					●	●
Virginia				●	●		
Washington							
West Virginia	●	●					
Wisconsin		●					
Wyoming						●	
Am Samoa	●	●	●			●	
BIA		●	●		●	●	
DC							
Guam							
CNMI							●
RMI		●					
Palau							
Puerto Rico							
USVI	●			●			

Nontraditional State Assessments

States interested in reform are beginning to explore using nontraditional assessments, also known as "performance assessments" and "authentic assessments," because they perceive standard multiple-choice assessments to be inadequate.

Traditional, multiple choice tests are now thought to be inappropriate for measuring what students know and are able to do in a reformed educational system. Multiple choice items tend to assess lower-order factual recall and comprehension skills, whereas nontraditional performance items measure higher-order thinking, problem solving, and analytic skills.

Nontraditional assessments may take many different forms. They can vary from writing samples, to science experiements, to portfolios that are compiled by students over extended periods of days, weeks, even months.

Over time, considerable controversy has developed about the use of traditional and nontraditional items in state assessments. One of the issues being debated by researchers and policymakers is whether alternative assessments are reliable, valid, and authentic.

Despite the controversy, however, many states have either begun considering the development of such assessments, are in the process of developing them, or have started implementating them.

Because a growing number of states use nontraditional assessments, the North Central Regional Educational Laboratory (NCREL), in collaboration with the Council of Chief State School Officers (CCSSO), included questions about nontraditional assessments in their annual survey of state assessment personnel.

In the section of the survey on nontraditional assessments, NCREL asked states:
- Which content areas use nontraditional assessments?
- What type of nontraditional assessments are being used in each content area?
- What stage of development are the nontraditional assesssments?

With permission from CCSSO and NCREL, NCEO used data from the NCREL survey and conducted a follow up. The purpose of this activity was to identify what implications new assessments will have on students with disabilities. NCEO personnel contacted those states that indicated they were either pilot testing or using nontraditional item formats in their statewide assessments.

For each nontraditional item type, NCEO asked states how many students with disabilities participated in the assessment, by category of disability, if possible.

NCEO wants to know how extensively alternative assessments are including and making accommodations for students with disabilities.

Because alternative assessments are recent, developers can consider how to include students with disabilities early in the development process. They can also plan for accommodations and modifications to increase the participation of students with disabilities.

Researchers and policymakers disagree about whether nontraditional assessments make it easier to include students with disabilities. Some argue that they allow larger numbers of students with disabilities to participate and, in fact, promote better performance by those students. Others argue that such assesssments emphasize problem solving and higher-order thinking skills and will present the same or greater challenges to students with disabilities.

The survey also asked states to answer:

- What are your guidelines for using accommodations and adaptations during nontraditional assessments?
- How do you summarize and report data from nontraditional assessments for students with disabilities?

According to the 1992 NCREL survey, thirty states indicated they either pilot tested or used nontraditional items in assessing a variety of content areas. NCEO's survey to those states showed the following 21 states used nontraditional items in their statewide assessments in 1992:

Alabama
Alaska
Arizona
Arkansas
California
Connecticut
Delaware
Florida
Georgia
Illinois
Kansas
Maryland
Minnesota
Nevada
New Jersey
New York
Ohio
Oregon
Pennsylvania
Tennessee
Vermont

Table 19 lists the specific content areas in which each state used nontraditional assessment items. The number of reported areas for nontraditional assessments varied considerably from one (in Alaska) to as many as seven (in Connecticut). Writing was the most commonly assessed area, occurring in 17 of 21 states, followed by math in 12 of 21 states, and reading in 9 of 21 states. "Other" areas include history, foreign language, arts, career education, and integrated content.

Participation of Students with Disabilities

NCEO's survey included a separate response page for each type of nontraditional assessment item: enhanced multiple choice; short-answer open-ended; extended response open-ended; interview; observation; individual performance assessment; group performance assessment; portfolio or learning record; project, exhibition, demonstration; or other. The response page also noted how many students with disabilities participated in the assessment.

Table 20 charts the types of nontraditional items used with students with disabilities. The largest number of states (13) used extended response open-ended items in all content areas. Several states utilized short-answer open-ended, individual performance assessment, and enhanced multiple choice in most content areas. Only one state each used portfolio and learning records (VT) and observations (GA), and no states used interviews.

Table 21 summarizes the number of students with disabilities participating in the nontraditional assessments. Only 7 of the 21 states knew the number of participating students with disabilities. Another two states estimated the percentage of students with disabilities who participate. In the nine states providing either estimates or actual numbers, four can break their numbers down by grade level and only two can break their numbers down by category of disability.

Types of Accommodations and Adaptations

NCEO's survey also asked states to list what accommodations or adaptations they used in each of their assessments, see Table 22.

Most states said they rely on the IEP to specify what accommodation is needed, without other state-defined guidelines. An equal number of states do and do not have guidelines. When guidelines exist, they are typically specific in detailing the types of accommodations and adaptations that may be used, and generally these cover a range of possibilities. Some states (for example in Maryland) allow specific accommodations for specific categories of disability.

Reports of Results at State Level

As Table 23 illustrates, states vary greatly in the way they report data from assessments that include students with disabilities:

- all data together, without differentiation,
- data for students with disabilities presented separately from other students' data,
- data for students with disabilities not included in any way.

Eight states include data on students with disabilities in their overall report without separating it, three states present the data separately, and six states do not provide any data for students with disabilities.

Table 19 ■ Content Areas Assessed with Nontraditional Assesment Items

Content Areas Assessed with Nontraditional Assesment Items

STATE	Reading	Writing	Math	English/ Lang Arts	Science	Other *
Alabama		●	●			
Alaska		●				
Arizona	●	●	●			
Arkansas		●				
California				●		
Connecticut	●	●	●	●	●	●
Delaware		●				
Florida		●				
Georgia	●		●			
Illinois	●	●	●			
Kansas	●	●	●			
Maryland	●	●	●		●	●
Minnesota	●		●			
Nevada		●				
New Jersey	●	●	●			
New York			●		●	●
Ohio		●				
Oregon		●				
Pennsylvania	●	●	●			
Tennessee		●				
Vermont		●	●			

Note: ● Indicates that this area was assessed. Information is based on responses to the NCEO survey for only those states responding and beyond the pilot test stage. Four states did not respond: Kentucky, Massachusetts, Maine, and West Virginia.

* Connecticut used nontraditional items in two other areas (listening and integrated content), Maryland in one other area (social studies), and New York in two other areas (history and foreign language).

Table 20 ■ Types of Nontraditional Items in State Assessments

Types of Nontraditional Items

Nontraditional Item	States Using	Areas in Which Used
Enhanced multiple choice	CA CT IL KS MD PA	Reading , Writing, Math, Eng/Lang Arts, Science, Social Studies
Short answer open-ended	AZ CT MD MN NJ NY PA	Reading, Writing, Math, Eng/Lang Arts, Science, Listening, Integrated Content, Social Studies
Extended response open-ended	AL AK AZ AR CT FL KS NJ NY OH OR PA VT	Reading, Writing, Math, Eng/Lang Arts, Science, Listening, Integrated Content
Interview		
Observation	GA	Reading, Math
Individual performance assessment	DE GA KS MN NV NY TN	Reading, Writing, Math, Foreign Language
Group performance assessment	MD PA	Writing, Math
Portfolio or learning record	VT	Writing, Math
Project, exhibition, demonstration	DE MN	Reading, Writing
Other, nonspecified	CT NJ	Reading, Writing, Math, Eng/Lang Arts, Science, Listening, Integrated Content

Table 21 ▪ Students with Disabilities Participating in Nontraditional Assessments

Participation Rates of Students with Disabilities

STATE	Number of students in assessment *	Data broken down by grade?	Data broken down by category?
Alabama	NA		
Alaska	NA		
Arizona	1,636	YES	NO
Arkansas	NA		
California	NA		
Connecticut	NA		
Delaware	(70-80%)	NO	NO
Florida	20,326	NO	YES
Georgia	1,353	YES	NO
Illinois	20,277	YES	NO
Kansas	4,505	NO	NO
Maryland	(95-98%)	NO	NO
Minnesota	NA		
Nevada	NA		
New Jersey	7,194	YES	YES
New York	60,885	NO	NO
Ohio	NA		
Oregon	NA		
Pennsylvania	NA		
Tennessee	NA		
Vermont	NA		

* Highest number when more than one content area was assessed. "NA" indicates that the participation rate information was not available.

Table 22 ▪ Accommodations/Adaptations in Nontraditional Assessments

Types of Accommodations/Adaptations

STATE	Alternate Presentation	Alternate Response	Time/Sceduling Adjustments	Setting Changes	Individualize via IEP	None
Alabama					●	
Alaska						●
Arizona	●	●	●	●		
Arkansas						●
California						●
Connecticut *						
Delaware *						
Florida					●	
Georgia					●	
Illinois	●					
Kansas						●
Maryland	●	●	●	●		
Minnesota					●	
Nevada	●				●	
New Jersey					●	
New York					●	
Ohio					●	
Oregon	●	●	●			
Pennsylvania *	●	●	●	●		
Tennessee						●
Vermont *	●	●	●	●		

* These states gave unique rsponses. Connecticut indicated it is in the process of revising its guidelines. Delaware indicated that a range of accommodations is used, but did not specify what they are. Pennsylvania indicated it is allowing anything that ensures inclusion. Vermont allows anything that is allowed in instruction. Pennsylvania and Vermont were coded as allowing the four types of accommodations/adaptations because no specification was given that the IEP had to list what was allowed.

Table 23 ■ Reporting Results at the State Level

Reporting Results on Students with Disabilities at the State Level

STATE	No Report	Data in Report	Data Separated in Report	No Data in Report
Alabama		●		
Alaska *				●
Arizona			●	
Arkansas				●
California *	●			
Connecticut		●		
Delaware *				●
Florida				●
Georgia				●
Illinois			●	
Kansas	●			
Maryland		●		
Minnesota	●			
Nevada		●		
New Jersey			●	
New York		●		
Ohio		●		
Oregon				●
Pennsylvania		●		
Tennessee *	●			
Vermont		●		

* These states gave unique rsponses. Alaska indicated that it reported data at the district level only. California indicated that it did not yet have data available to report. Delaware indicated that it reports data at the individual student level; data for students who take assessments under more than minor accommodations are not included in data reports. Tennessee indicated that it has not yet decided about reporting.

BEST COPY AVAILABLE

State Activities in Selected Outcomes Areas

State	Academic Achievement	Post-School Status
ALABAMA	Alabama uses the *Integrated Reading and Writing Assessment for Grade Two*, the *Basic Competency Tests (BCT)* (grades 3, 6, & 9), the *Stanford Achievement Test* (grades 4 & 8), the *Otis-Lennon School Ability Test* (grades 4 & 8), the *Alabama Direct Assessment of Writing: Grade Five*, the *Alabama Direct Assessment of Writing: Grade Seven*, the *Algebra I End-of-Course Test*, the *Geometry End-of-Course Test*, and the *High School Basic Skills Exit Exam*. All are part of a general education effort and administered once during the school year except for the Exit Exam. This is administered twice (fall and spring) in grades 11 and 12 (giving those failing in 11th grade additional opportunities to pass). The decision to include a student with disabilities is made by the student's IEP and/or 504 committee. Test accommodations, if needed, are available.	Alabama collects employment information on special education students who have been placed in jobs by vocational education programs. Data are gathered by local units, using state-developed follow-up questionnaires, and are reported to the state. This type of information has been gathered for about 10 years, mostly on students considered to have mild disabilities. Reports are sent to local education agencies and to the legislature where the information is used for funding requirements and related decisions.
ALASKA	Alaska started collecting information in 1989 using the *Iowa Test of Basic Skills* in grades 4, 6, and 8. All areas in the test are used, which includes reading (including vocabulary), language (including spelling) and math. All achievement data are collected annually (in designated grades) through a general education effort. All students with disabilities participate in the assessment, unless the IEP states that this measurement is inappropriate for the child. The collected information is presented in an annual report and used to provide the state department with basic information on school districts. In addition, the information is also reported to parents and used for accountability purposes.	
ARIZONA	For 10 years, Arizona has been collecting information on reading, math, and language arts using the *Iowa Test of Basic Skills* and the *Tests of Achievement and Proficiency*. Administration of these instruments is required once a year in grades 2-11, and optional in grades 1 and 12. All students with disabilities participate to the extent recommended by the IEP team. The tests are administered locally. A contractor scores the locally administered tests and submits reports to the local units and state unit. The information is thus used to produce both state and local reports.	Arizona temporarily collects information on unemployment, enrollment in school, and living arrangements for all special education students as part of a Federal Grant. Multiple sources, including teachers, parents, and students are used in the information-gathering effort. The information that is collected is used for program evaluation.

Vocational Skills	Functional Living	Attitudes and Aspirations
		Alabama collects data on vocational interest, aptitude, and aspirations using the *Differential Aptitude Tests with Career Interest Inventory*. This information is collected in the 8th grade through a general education effort. The decision whether to include a student with disabilities is made by the student's IEP committee. Limited test accommodations are available. If the assessment is deemed inappropriate, an individual vocational evaluation is available through Vocational Rehabilitation.

State	Academic Achievement	Post-School Status
ARKANSAS	Arkansas collects information using both the state-developed *Minimum Performance Tests* (grades 3, 6, 8) and the *Stanford Achievement Tests* (grades 4, 7, 10). State-developed test information is collected on reading and math achievement in grades 3, 6, and 8, and on language arts, social studies, and science in grades 6 and 8. The test is used in grades 3 and 6 to formulate an academic improvement plan, and in grade 8 to determine promotion to 9th grade. With the *Stanford*, information is collected on reading (including word knowledge and word analysis), math, language (including spelling), science, and social studies in grades 4, 7, and 10. All achievement information is collected once during the designated grades through a general education effort that started in approximately 1983. All students with disabilities participate in the state-developed tests "if applicable." Only those students with disabilities who are receiving resource level help are included in the *Stanford* testing (i.e., those in self-contained classes are excluded). Generally, participation in the testing program is left to the discretion of the IEP team. Arkansas also sends the data to an outside contractor, who returns a report to the state. The *Stanford* is used internally to assess school district performance and is included in state reports.	
CALIFORNIA	California used the *California Assessment Program* (CAP) since the mid 1970s to collect information on reading comprehension, math calculation, spelling, and written language in grades 3, 6, 8, and 12. These data were collected annually (in the designated grades). The system has been suspended and a new performance-based approach, *California Learning Assessment System* (CLAS), is currently being piloted.	
COLORADO	Since 1984, Colorado has annually collected data on placements after preschool for all students with disabilities. Data are collected by the University of Colorado on placements after preschool (grades K-12) in comparison to children without preschool experience. Variables range from language scores to educational costs. The data are used for planning, particularly related to PL 99-457.	

Vocational Skills	Functional Living	Attitudes and Aspirations
		Now completed are three years of pilot studies to collect outcome data on students with disabilities at grades 3, 6, 8, 10, and 12. Data are collected in the areas of academic/developmental functioning, IEP progress, personal-social characteristics, and community-economic indicators. The information will be used to establish future direction in the collection of student outcome data at the post secondary level.

State	Academic Achievement	Post-School Status
CONNECTICUT	Connecticut collects achievement information in math, language arts, and writing in grades 4, 6, and 8 using the state criterion-referenced *Connecticut Mastery Test* (CMT). This locally implemented general education effort is managed, scored, and reported at the state level. The CMT has been given annually since 1985. Students with disabilities have participated since 1989-90. While any student with a disability may participate, 60-75% of those who do are students with mild disabilities (LD, SED). CMT data are used for: (1) reporting to the state, (2) reporting to districts, (3) reporting to parents, (4) program evaluation, (5) assessing students' basic skills and need for remedial help, (6) accountability and equity issues, and (7) assessing special education outcomes.	
DELAWARE	For academic achievement, Delaware's general education unit collects math, reading, and language arts data in grades 3, 6, 8, and 11 using the *Stanford Achievement Test* for all students, unless exempt by IEP or a local level decision. Contractors annually collect data in the districts and submit it to the state where it gets reported back to schools, districts, Chapter 1, and parents. In addition, the information is used for accountability purposes. The special education unit also collects grades in all course work for all secondary-level students. Districts submit transcripts to the state from 9th grade and the year of exit. The state uses the information for decisions about transition.	Delaware has two postsecondary status grants: 1) to develop a transition model, and 2) to develop a follow-along tracking system from 9th grade through 2-3 years post school. The special education unit collects district information on employment, wages, living arrangements, and school enrollment for all special education students in 9th grade and the year of exit. Districts collect and submit data to the state. Started in 1989, the follow-up grant annually conducts telephone interviews for all disability groups. This enables cross-file access and tracking of individual students. The state uses the information for long range planning and for evaluation of program effectiveness.
FLORIDA	Florida uses a state criterion-referenced high school graduation test to measure minimum student performance standards in communications and mathematics for all 11th grade students. It has a norm-referenced test for all students in grade 10. Students with disabilities are not required to participate. Score reports are provided and national comparison data included for those students who took the test under standardized conditions. A new writing performance test is being given in grades 4, 8, and 10. Although participation has not yet been determined, student responses will be holistically scored according to a specified rubric. Districts administer the tests and the state provides scoring and reporting services. All programs generate student, school, district, and state level information.	The Florida Education Training and Placement Information Program (FETPIP) and OSEP grant personnel are using multiple sources to collect information on the type of employment (military, private sector, or civil service), quarterly wages, and post-secondary education of graduating special education students (1-2 years post-school). Information is collected locally and reported to the state. The state uses the data to report back to the districts. The program has been operating since 1989.

The special education unit annually collects for the state: grades in vocational courses, types of support needed for employment, and types of work experience students had in school. For several years, the data have been collected through transcripts and exit interview forms for all students with disabilities in grades 9 and 12, and on exit information forms for all students in grade 12. The data are used for: deciding long-term planning for adult services, providing feedback to the districts, evaluating program quality and effectiveness, and making program changes.

The Division of Vocational Adult and Community Education annually collects data on vocational program enrollment, completion, and placement of grades 7-12 and post-school students within one year of program completion. Forms indicate who completes programs and who gains marketable skills. The data have been collected locally since 1986 and reported to the state where it is used to: report to the districts, match individuals to employment, monitor enrollment in community colleges and universities, report an analysis to the State Board of Vocational Education, legislature and other agencies, and evaluate the program. A 1992 bill, HB 167, will help study the progress of disabled students in these programs.

State	Academic Achievement	Post-School Status
GEORGIA	reading, math, writing, science, social studies, work study skills, and school readiness. A new statewide testing program is using state criterion-referenced tests: the (1991-92) *Georgia Curriculum-Based Assessments* in grades 3, 5, and 8 (for science, social studies, language arts, reading, mathematics, and writing) and the *Georgia High School Graduation Test* (GHSGT) in grade 11 (for English/language arts, health, mathematics, science, social studies, and writing). Two norm-referenced tests are used: the *Iowa Test of Basic Skills* (ITBS) for all students in grades 3, 5, and 8 (for reading and mathematics) and the *Test of Achievement and Proficiency* (TAP) in grade 11 (on a matrix sampling in reading, mathematics, written expression, science, and social studies). For school readiness assessment, Georgia uses the state-developed *Georgia Kindergarten Test*. For all assessments, students with disabilities are included unless "the nature or severity of an individual's handicapping condition may require exclusion from the testing program." For all types of assessment, the local district collects the data and reports them to the state. The state uses the information to: (1) report to the legislature, (2) report to local units, (3) allocate remedial education funds, and (4) conduct instructional planning. Performance on the GHSGT also determines eligibility for graduation.	The Psychoeducational Network of Georgia collects information on students with emotional disorders (ED) one year following high school. Using a state-developed questionnaire, information is collected on employment, post-secondary schooling, military service, and support services received by these students. The information has been collected and reported to the state education agency since 1982. The state uses the information for program planning.
HAWAII	For more than 10 years, Hawaii has used the *Stanford Achievement Test* to annually collect data on reading, math, and language in grades 3, 6, 8, and 10. Since 1983, it has used the *Hawaii State Test of Essential Competencies* annually for grades 10 and 11, and twice a year for grade 12. These data are collected from all students, including students with disabilities (unless exempted under state-developed guidelines). A local contractor gives the tests and reports the data to the State Education Agency, where they are reported to the legislature and the local education agencies. The information helps to make curriculum improvements and to determine eligibility for graduation. Students with disabilities who pass the test receive a diploma. Those who do not pass, but meet their IEP goals, receive a "Program Certificate." A new option gives a "Course Completion Certificate" as a graduation certificate. Idaho's Division of Instruction testing program	

Vocational Skills

Measurable goals and accountability measures for special populations were developed in conjunction with the standards described in 115 of the *Carl D. Perkins Vocational and Applied Technology Education Act of 1990*. Monitoring the annual evaluation by local recipients ensures that the programs meet these goals.

Functional Living

Attitudes and Aspirations

Hawaii has an evaluation section in their state office that collects a "General Graduation Satisfaction" rating (satisfaction with public education) from all students. In the fall of 1990, Hawaii used the Northwest Regional Education Lab to produce a report about special education. The report included interviews with stakeholders about their concerns, problems, issues in special education, and satisfaction with programs. State board members, district and state people, teachers, principals, parents and students in special education were interviewed. This was a one-time evaluation project that might be repeated occasionally.

State	Academic Achievement	Post-School Status
IDAHO	Idaho's Division of Instruction testing program has a norm-referenced test with direct writing samples. Since 1986, the *Test of Achievement and Proficiency* has been given to all 11th graders annually in reading, math, science, social studies, writing, problem-solving, and performance information. The locally collected data are submitted to the state for analysis and reporting to local districts and the legislature. Additionally, the *Iowa Test of Basic Skills* (ITBS) has been used annually since 1985 to test reading, math, science, and social studies for all 6th and 8th graders. A contractor collects the data, submits them to the Division of Instruction, and reports to local districts and the legislature. For 10 years, writing samples have been collected from all students and submitted to the state for scoring and reporting. Students with disabilities participate unless they are exempted by their school principal and teacher. Districts are free to use the state recommended tests or they may choose to use other tests.	Idaho has been involved in postsecondary projects since 1988. The current longitudinal transition tracking program is conducted by the University of Idaho and the special education section of the Idaho Department of Education. The state uses a locally developed questionnaire once every year to assess students' satisfaction with school programs, employment status, residential placements, accessibility to community services, and social involvements. Students with disabilities are contacted prior to their graduation and thereafter are contacted once a year for three years. Sixty-six percent of the districts participate. The information is being used to report back to the local education agencies and the legislature, and to conduct program evaluations.
ILLINOIS	The Illinois Goal Assessment Program tests for mathematics, writing, and reading in grades 3, 6, 8, and 10, and for science and social studies in grades 4, 7, and 11. The State Board of Education develops the tests to determine how schools are meeting goals for learning. Legislation (HB1890), adopted in 1992, says that exemption from participation shall be made only on an individual student basis as determined by the pupil's individualized program. The state reports results to schools, school districts, students, parents, and the legislature.	
INDIANA	Indiana collects information on math and English/language arts using the *Indiana Statewide Testing for Educational Progress* (ISTEP). This general education data collection effort only tests those students with disabilities who are integrated for math and language arts. Since 1986, testing has been conducted annually in grades 1, 2, 3, 6, 8, 9, and 11 by local districts that report results to the state. These results identify students needing remediation through summer school. (The first time a student does not pass, that student is directed to attend summer school. The second time, the student is retained in grade.) Also, the assessment is one of four factors considered in outcome-based accreditation for schools.	Indiana collects information on the numbers of students who are pursuing higher education or post-secondary education/training. This information is collected along with exit data using the state form from the Division of Informational Systems (general education). Data are collected on all students before leaving high school, but students with disabilities are not separated from the total. (Data are separated only by ethnicity and gender.) Since 1975, the information has been reported to the state annually and used for monitoring accreditation.

Vocational Skills	Functional Living	Attitudes and Aspirations

State	Academic Achievement	Post-School Status
IOWA		Iowa uses a state-developed questionnaire to get data on students with learning disabilities, behavioral disabilities, and mild mental disorders (not low incidence disabilities). This special education effort contracts with area professional education agency staff to interview students during summer months. Since 1986, information has been collected on former students one, three, and five years post school. The data become a measure of product effectiveness for the state, and have implications for practice and policy.
KANSAS	Kansas collects information on reading and math for all students in special education, unless excluded by their IEPs. A state math test is given to all students in grades 3, 8, and 10. This information is reported to the state legislature and the state, and is used for accreditation purposes. In 1993, tests in communication (language arts), social skills, and science will be given state-wide in the same grades.	
KENTUCKY	Kentucky collects data in grades 4, 8, and 12 within: 1) transitional items/tasks (multiple choice, open-ended, and writing prompts); 2) performance events; and 3) writing and math portfolios. The transition component covers math, science, social science, writing, and interdisciplinary items in arts/humanities, practical living, and vocational education. The portfolio component covers writing and math. All special education students, except those with severe disabilities, participate in the regular assessment. As of 1992-93, students with severe disabilities will be assessed via an alternate portfolio.	Kentucky collects information on successful transitions to adult life for all students as part of the *Kentucky Instructional Results and Information System* (KIRIS). The data are used as part of the overall school accountability index.
LOUISIANA	All Louisiana students with disabilities pursuing a high school diploma in regular education take part in the assessments. In grades 3, 5, 7, and high school, the *Louisiana Educational Assessment Program* is is used annually to assess language arts and math. Seventh graders get assessed in written composition and high schoolers are tested in science and social studies. Collected since 1988, the data are used by the LEA and state to ensure student mastery of grade level skills. Students with disabilities in grades 4, 6, and 9 are assessed annually using the *California Achievement Test* (CAT), although students using test modifications are excluded from state summaries. CAT data are used to compare state performance with national norms.	

Vocational Skills

Louisiana collects information on the vocational education enrollment of all students with disabilities unless exempted. This combined general and special education effort for assessing students enrolled in vocational courses was implemented for the first time in the 1992-93 school year. The information generated from this effort will be used as required by Federal regulations.

Functional Living

Kentucky's accountability assessment has a noncognitive component with one indicator being "successful transition to adult life." A successful graduate is: 1) enrolled as a full-time postsecondary school student; 2) employed at least 30 hours per week ("non-temporary"); 3) an active member of the United States military; or 4) any combination of the above adding up to at least 30 hours per week. School districts now track graduates to determine who makes a successful transition to adult life.

Attitudes and Aspirations

State	Academic Achievement	Post-School Status
MAINE	Maine has developed a test for student achievement in reading, math, writing, social studies, science, and the humanities. All students in grades 4, 8, and 11 are tested, including those with disabilities. A contractor scores the tests. The state reports the information to the schools and includes directions for how it should be shared with parents. The information also helps plan staff development and school improvement.	
MARYLAND	Maryland uses the *Comprehensive Test of Basic Skills* and *the Maryland School Performance Assessment Program* in grades 3, 5, and 8, and to provide the state with information on school districts. Functional tests in reading, math, writing, and citizenship are administered twice per year in grades 9-12. Students with disabilities pursuing high school diplomas participate because these tests determine eligibility for graduation.	Maryland annually collects data on all graduates, one year post school, using the *Statewide High School Graduate Follow-up System*. For 20 years, this program has combined efforts of the state, general, vocational, and special education units. A mail questionnaire collects data on attendance at postsecondary schools, employment, and income. The data are used for reports to the local education agencies and the legislature.
MASSACHUSETTS	Massachusetts collects information biannually through general education in grades 4, 8, and 12. The state-developed *Massachusetts Education Assessment Program* (MEAP) uses both multiple choice and open-ended questions and includes sections on reading, math, language arts (including a writing sample), social studies, and science. Students with disabilities participate, unless exempted through their IEPs. Scores for students receiving more than 25% special education services outside of the regular classroom are not included in scores reported to school districts and individual student scores are not provided. The state reports MEAP results to school districts and the legislature.	Massachusetts uses the *Exit Fact Data Report Sheets* to collect information on all special education students, ages 14-22. (Data are collected on the number of students going to college, the number going to other post-secondary educational opportunities, and the number employed in regular and supported work places.) The local agencies have reported to the state annually, since 1985.
MICHIGAN	Michigan collects information annually on reading and math in grades 4, 7, and 10 and on science in grades 5, 8, and 11. For 15 years, the state-developed *Michigan Educational Assessment Program* (MEAP) has been used by the state to report back to districts, state boards, and parents. Usually students with mild or sensory disabilities are included, but participation is locally determined. By 1994, students must pass proficiency tests in reading, math, and science in order to receive high school diplomas with State Endorsement. Special education students may be exempt by using approved alternative testing accommodations that meet the individual needs of the student.	In Michigan, local districts conduct telephone follow-up interviews of students with disabilities (or with parent if necessary) one year after the student has left school. This special education effort includes all students with disabilities and seeks data on marital status, transportation, living arrangements, recreational functioning, voting, driver's license, employment, income, and happiness. The information has been collected annually since 1984, and is still being revised. The data are collected locally and used in a statewide report and district reports to help make decisions about programs at the local level.

Vocational Skills	Functional Living	Attitudes and Aspirations
		Maine collects information on the attitudes and future plans of students through questions that are included with tests.
With the Division of Career and Technology Education, Maryland has annually collected data on the vocational programs and services received by students with disabilities over grade 8. For 10 years, local districts have used it to evaluate programs, compare handicapped with the nonhandicapped populations, and prepare state and federal government reports.	Functional living outcomes are measured through the *Life Skills Curricular Framework* developed by the state and implemented at the district level.	Maryland annually samples parents and teachers on attitudes/ satisfaction with programs for students with disabilities at all grade levels. Student attitudes and aspirations also are identified and published in the annual *Maryland School Performance Report*.

State	Academic Achievement	Post-School Status
MINNESOTA		A state-developed questionnaire collects data on employment status and location, wages, and post-secondary schooling for students in all disability groups. The Department of Vocational Education collects the data in grade 12 and one year after exiting school. Each school must report every five years for federal reporting and the Perkins Reports.
MISSISSIPPI	Mississippi uses the *Stanford Achievement Test* in grades 3, 5, and 8. This annual assessment effort started in 1985 and includes all children, though students with severe disabilities usually do not participate. The general education administration collects the data, profiles districts, and determines services eligibility in local schools. Additionally, since the late 1970s, course work grades have been collected on a case by case basis for all students with disabilities at all age/grade levels by teams of state department employees who determine eligibility for service.	
MISSOURI		
MONTANA		
NEBRASKA		Nebraska collects information on skills, independence, leisure and social activities, satisfaction, vocational success, and income. Since 1988, these data have been collected annually using surveys and interviews with all students with mild or moderate retardation who exit programs.
NEVADA	Nevada collects information using the *Comprehensive Test of Basic Skills* in grades 3, 6, and 9. Reading, math, and language are assessed through a special education effort. All students participate unless they are exempt.	Nevada annually (since 1990) collects information using parent, student, and teacher telephone interviews for a sample of students from all disability groups during their senior year, and one and two years post high school.
NEW HAMPSHIRE	New Hampshire uses the *California Achievement Test* (CAT) annually in grades 4, 8, and 10 (for reading, math, language, social studies, and science). Since 1985, data have been jointly collected by general and special education. All students mainstreamed for at least 50% of the time participate, unless the IEP team and parents feel it is inappropriate. The data appear in an annual state report and provide the SEA with basic information on school districts.	New Hampshire collects information on employment status, relevance of vocational training, wages, hours per week employed, and work performance ratings. These data are collected annually (since 1982) on all students with disabilities who are in vocational education programs. A vocational education effort compiles and reports the data to local agencies.

Vocational Skills	Functional Living	Attitudes and Aspirations
Missouri collects data on state-developed forms for all students in grade 11 by local agencies and reported to the SEA. They have been annually collected for 10 years and used to report to local districts and the legislature.		

State	Academic Achievement	Post-School Status
NEW JERSEY	New Jersey uses the state-developed *High School Proficiency Test* (HSPT) in the 11th grade. The HSPT annually collects information in math, reading, and writing through a general education effort that started in 1986. All students participate unless exempted due to adverse effects of the testing situation and/or because the goals and objectives in the IEP do not address the HSPT proficiencies. The tests are sent to the state agency where results are reported back to the local districts. Local districts use the HSPT to determine graduation eligibility for individual students.	
NEW MEXICO	New Mexico collects data annually using the *New Mexico Reading Assessment, Achievement Assessment* (Reading, Language Arts, Math, Science, Social Studies), and *Direct Writing Assessment*. Since 1986, the reading test has been given in grades 1 and 2, the achievement in grades 3, 5, and 8, and the portfolio writing in grades 4 and 6 (competency-based test). All students participate, unless exempted (determined by IEP team), and scores go to the state board for accountability purposes. The *High School Competency Exam* (HSCE) is given to all students, unless exempted by an IEP team, in grades 10, 11, and 12 to determine diploma awards. The HSCE has been given annually since 1986 (with one extra administration for seniors each Fall). Both types of tests are given by the local districts and sent to a contractor who forwards the information to the state.	New Mexico collects information on employment status and placement through teacher and employer surveys/interviews. This general education effort collects information on employment status for all students (no exception), but only students with mild disabilities are included in the collection efforts for job placement. All vocational education information is used to report to the LEAs.
NEW YORK	All children, unless exempted by the IEP team, participate in: the *Pupil Evaluation Program Test* (PEPT) in math and reading in grades 3 and 6, and writing in grade 5; *Program Evaluation Tests* in science in grade 4, and in social studies in grades 6 and 8. Scores are used for early identification of students needing remediation and to compare students with disabilities to nondisabled students. *Preliminary Competency Tests* in reading and writing are administered in grade 8 or 9. The *Regents Competency Tests* (RCTs), which are related to graduation requirements, are administered to secondary level students in mathematics, science, reading, writing, global studies and U.S. history and government.	

Vocational Skills	Functional Living	Attitudes and Aspirations

State	Academic Achievement	Post-School Status
NORTH CAROLINA	North Carolina has changed its testing program. End-of-grade tests are being developed for grades 3-8, and some end-of-course tests are developed in several areas for grades 9-12. The tests are multiple choice and open-ended and are based on the North Carolina Standard Courses of Study. These state tests replace the *California Achievement Test* (CAT).	For the past ten years, the Vocational Education Department has annually interviewed students for employment, postsecondary education, and school satisfaction information. It is collected only for those enrolled in vocational education. The state receives the data from the local units and gives feedback to local and state education agencies.
NORTH DAKOTA	North Dakota collects information using the reading, math, language, word analysis, study skills, spelling, science, and social studies portions of the *Comprehensive Tests of Basic Skills* (CTBS). The CTBS is given annually in grades 3, 6, 8, and 11 to all general education students who are able to read. Local districts administer the test and report the results to the state for policy making. In April of 1991, the North Dakota legislature passed a bill mandating that schools implement performance-based testing.	North Dakota collects information on postsecondary experiences using a follow-up survey or interview. A special education effort collects information on all special education students one year after exiting high school. Beginning in 1990, state trained people have been collecting the data from the local districts. The information is used for program improvements.
OHIO	Ohio uses commercially prepared and state-developed proficiency tests. Since 1989, school districts have selected commercially prepared and state approved test. The tests are given to all children, if appropriate (the IEP determines), annually in grades 4, 6, and 8 in reading, math, and language. Districts report the data to the state, where it is compiled and reported to the public and the local districts. The four-part, state-developed tests are given twice a year to all students unless exempted, beginning in grade 9, until passed. Seniors who pass all parts of the 9th grade proficiency test by January 1, 1994, take the 12th grade test. Local districts collect and report the information to the state.	
OKLAHOMA		
OREGON	Oregon has a statewide assessment in reading, math, written expression, and language arts for grades 3, 5, 8, and 11 that includes students with disabilities unless exempted by the teacher responsible for the IEP because of curriculum considerations. The assessment determines students' level of performance on the state's curriculum. Achievement data in reading and math are collected annually through a general education effort. Reporting occurs in the state's annual assessment report unless the assessment was based on modified conditions, and used to compare districts of similar socio-economic characteristics.	Oregon annually collects data on the last year of school and two years post school. The school component uses computer-assisted questionnaires given to teachers, parents, and students through a University of Oregon effort. The out-of-school data are collected by computerized telephone interviews. Students from all disability categories are included and the information is used for: (1) providing data for state level policy, and (2) providing data for local community program improvement.

Vocational Skills	Functional Living	Attitudes and Aspirations
		OTHER AREAS: Ohio collects and evaluates data about IEP goals achieved by the instructional area for students in the Chapter 1 (89-313) program. Progress is rated on a three point scale: little/no improvement, moderate improvement, and much improvement. The information is collected using a state-developed form, for all disability groups, ages 3-21. Through a special education effort, state supported and state operated agencies have been reporting the information to the state for more than 10 years.
Oregon collects data on employment status, enrollment in and type of vocational education, and job placement of all students with disabilities. Through a special education and University of Oregon effort, the data are collected from teachers, parents, students, document reviews, and the *Oregon Follow-Along Study*. They are in reports to the state legislature and to LEAs. They also are used to generate internal SEA reports and to evaluate SEA programs.		

State	Academic Achievement	Post-School Status
PENNSYLVANIA	Pennsylvania State Board of Education curriculum regulations (March 1992) assign responsibility for assessment to different levels of the school system. State level data comes from school-based assessment of reading and mathematics at grades 5, 8, and 11, and writing at grades 6 and 9. All students with disabilities are encouraged to participate in these assessments. Results are published in a combined reading/mathematics school report that is distributed to all participating local districts. A separate report is prepared for writing.	
RHODE ISLAND	Rhode Island collects achievement information in reading and math using the *Metropolitan Achievement Test* at grades 4, 8, and 10. A writing assessment is administered at grades 3 and 6. Most special education students are tested and limited exemptions occur based on IEP determinations. Special education status is recorded for state analysis of performance. Teachers and parents receive copies of test results.	
SOUTH CAROLINA	South Carolina collects information in reading, language/English, and mathematics using the *Stanford Achievement Test* (SAT 8th edition) in grades 4, 5, 7, 9, and 11. Information also is obtained through the *Basic Skills Assessment Program* (BSAP): reading and math tests in grades 1 and 2; reading, math, and science tests in grade 3; reading, math, science, and writing tests in grades 6 and 8; and reading, math and writing subtests at the exit examination level. The *Exit Examination* is given to all students in the 10th grade. Students in the 11th and 12th grades take any subtest(s) that they have not previously passed. All data are collected annually in the spring with 12th graders taking the exit examination in the fall. All students with disabilities participate unless they have IEPs that specifically state that the testing program is inappropriate. The collected information is reported to the state legislature, local school districts, students, and parents. The data are used to place students into the next grade and for incentive programs. Students must pass all three subtests of the *Exit Examination* in order to receive a South Carolina High School Diploma. Both testing programs are currently being examined for revision.	

Vocational Skills	Functional Living	Attitudes and Aspirations

State	Academic Achievement	Post-School Status
SOUTH DAKOTA	South Dakota collects achievement data in reading, mathematics, language, social science, and science. The local general education units administer the *Stanford Achievement Test* (SAT) for grades 4, 8, and 11 and forward it to a contractor who compiles results for the state and local agencies. All students participate unless exempted by school officials. Collected since 1983, achievement data are used by the state to give feedback to LEAs and to improve the program. Information can be shared with parents and Chapter I programs may use the data for program evaluation. The SEA is using the data in school accountability efforts for the first time during 1992-93.	
TENNESSEE	Tennessee uses the *Tennessee Comprehensive Assessment Program* (T-CAP) in grades 2-8 and 10 (optional in grades 1, 11, and 12). Areas include: reading, language, math, science, social studies, and study skills. Started in 1989, this general education program includes all students with disabilities, unless the multi-disciplinary team decides it is inappropriate. Results help to monitor student improvement and determine whether students obtain a regular diploma. The state also administers the *Tennessee Proficiency Test* twice per year in grades 9-12 for English, reading, spelling, and math. It is not known when this general education assessment started, but all students with disabilities participate and there are no exemption guidelines.	
TEXAS	Texas collects information on reading, writing, math, science, and social studies achievement using state-developed criterion-referenced tests (CRT), the *Texas Assessment of Academic Skills* (TAAS) program. This general education effort reports results for all students, with special education scores disaggregated from other scores. The current assessment plan requires CRT testing annually in reading and math for grades 3 through 8, and in writing, science, and social studies for grades 4 and 8. Students take their first exit level test at grade 10 in reading, writing, and math, with an opportunity to retest in grades 11 and 12. With results, the state develops district report cards and districts evaluate student achievement. All students are mandated by law to participate in the CRT testing, unless given a special education exemption by an admission, review, or dismissal committee.	Texas conducts a survey of special education students in transition that includes the following: service needs of students with disabilities, placement at graduation, and outcomes of in-school and post-school students. A new system is being developed to report data in conjunction with the current statewide data management system.

Vocational Skills	Functional Living	Attitudes and Aspirations
South Dakota collects information on employment status, enrollment in vocational education, type of vocational program, and job placement of all students with disabilities. The data, collected through a joint special education and South Dakota Department of Labor effort, are obtained from teachers and students. The information is used to report to the LEAs, SEAs, and the Department of Labor.		
	Texas collects data using *The Special Education Outcomes Study*. Developmental quotients of a sample of approximately 1,000 special education students (in all 9 disability areas) are collected using developmental or adaptive behavior assessments such as the *Vineland* and *Adaptive Behavior Scales*. Scores are from grade 12 assessments (or within past two years). The data, collected locally in 1990 when the study began, are reported to the state. The information will be included in the overall profiles of the sample students and eventually be used to compare student outcomes with types of programs, types of disabilities, and adaptive behavior skills of students exiting high school.	

State	**Academic Achievement**	**Post-School Status**
UTAH	Utah collects information on reading, math, written expression, social studies, and science using the *Stanford Achievement Test* (SAT). This general education effort, begun in 1990, includes all students at all grade levels, except for those students with multiple handicaps and severe or profound disabilities. The information helps determine how students are doing statewide. Utah is in the process of developing a criterion-referenced assessment for reading, math, art, music, vocational education, and functional adaptive behavior skills.	
VERMONT	Vermont uses Portfolio Assessments in grades 4 and 8. The areas tested are math and writing, which are collected annually through a collaborative general and special education effort. Started in 1991, this assessment effort includes all students with disabilities. The information is reported to the state and used to determine school-wide performance, needed curriculum changes, needed resources, and overall improvement of the "Vermont Landscape" of which all students are a part.	Since 1988, Vermont has annually used a post-secondary questionnaire to collect data about employment, education, living arrangements, friendships, decision making, wages, and school satisfaction on a sample of students with disabilities who exit school. Joint efforts of the Department of Education, University of Vermont, Local Education Agencies, and State Education Agency compile the data into a statewide database to modify programs and increase opportunities.
VIRGINIA	Virginia collects information on reading, math, and written expression through its Literacy Testing Program. Begun in 1989, this program is implemented at grade 6 and is basically a criterion-referenced system administered by the general education unit. A local decision exempts students. Data are also obtained through norm-referenced testing (*Iowa Test of Basic Skills*, grades 4 and 8; *Tests of Achievement and Proficiency*, grade 11). Local districts administer all tests and report to the state. Information is used for feedback to the schools, for overall program improvement, and in the Virginia Outcome Accountability Project.	Virginia collects information on the post secondary education and successful employment of all students with disabilities who graduate from school or drop out by contacting them within one year of exiting school. This information is collected by the Department of Rehabilitation, Department of Mental Health/Mental Retardation, and the Employment Commission. First piloted in 1989, the official data collection began in 1990 and is done annually. These data are used to determine outcome indicators.
WASHINGTON	Washington collects information on reading and math using the *Metropolitan Achievement Test* (MAT) in grades 4, 8, and 11. All students with disabilities may participate at the discretion of parents and teachers. All achievement data are collected annually through the Assessment Unit. Contractors with the test publishers compile the data and send them to the state, where they are used in budget planning, state reports, and feedback to the local units. This general education effort is approximately 10 years old. Washington is currently in the process of changing achievement tests.	

Vocational Skills	Functional Living	Attitudes and Aspirations

State	Academic Achievement	Post-School Status
WEST VIRGINIA	West Virginia collects information on reading, math, language arts, science, and social studies for all students with disabilities unless they are exempt. A criterion-referenced test, as well as the *Comprehensive Test of Basic Skills*, is used to assess achievement. General education collects the data for use in reports to the state and to the LEAs, and for accountability purposes.	
WISCONSIN	Wisconsin collects data on reading comprehension using a state-developed criterion-referenced test. Since 1989, this general education effort has been given annually to all students, unless exempted, in grade 3. Local schools administer the test and report the data to the state. The state reports results to the legislature and the local districts, where it could be used for individual student reports. Beginning in 1992-93 on a voluntary basis and 1993-94 on a mandatory basis, Wisconsin districts will give knowledge tests to 8th and 10th grade students using the *ACT 8th grade EXPLORE* and *10th grade PLAN*. These test mathematics, reading, English, and science and ask for a writing sample with two prompts per grade level.	The Bureau for Vocational Education in Wisconsin gathers post high school data for a sample of students from one fifth of the school districts in the state. Responding to Perkins requirements, Wisconsin will develop a new data collection plan to be applied on a yearly basis. The variables include dropout rates, attendance, retention in grade, graduation rates, number of suspensions and expulsions, percentage of pupils in extracurricular and community activities and advanced placement courses, percent of graduates enrolled in postsecondary education programs, and percentage of graduates entering the work force.
WYOMING		
AMERICAN SAMOA (Am Samoa)	American Samoa collects information using the *Stanford Achievement Test* (SAT) (for grades 4, 6, 8, 10, 12) and a minimum competency test (for grades 9-12). Both tests provide information on reading, language arts, math, science, and social studies. The SAT is administered annually through a general education effort. The minimum competency test has been used since 1986; it is unknown when use of the SAT began. All mainstreamed students with disabilities participate in the assessments; students who are in self-contained classrooms do not. Both the tests are used for local district evaluations. The SAT is used to determine system progress and the minimum competency test is used to determine eligibility for graduation. Curriculum referenced tests are being developed locally in all five major subject areas and in Samoan Language Arts.	

Vocational Skills	Functional Living	Attitudes and Aspirations
	West Virginia collects information on enrollment in vocational education and on the type of vocational program for all students (no exceptions). These data are gathered through the Department of Vocational Education and are used to report to both local and state education agencies.	

State	Academic Achievement	Post-School Status
BUREAU OF INDIAN AFFAIRS (BIA)	The BIA collects information using a variety of assessments. For math, reading, language, and social studies, it uses subtests of the *Comprehensive Test of Basic Skills* for students identified as learning disabled, speech impaired, and other health impaired in grades 1-12. Information has been collected annually through a general education effort for more than 10 years. Local units report to the test publisher, who reports to the schools and the state education agency. Results from the academic achievement tests are used to modify curriculum, train staff and provide technical assistance to local schools. Local districts may also choose to use the educational assessments used in their state.	
MARIANA ISLANDS (CNMI)	The CNMI uses the *California Achievement Test* (CAT) to collect data on reading and math in grades 3, 5, 7, 9, and 11. This general education assessment only includes students with disabilities who are not identified (e.g., students with learning disabilities). Students with other types of disabilities participate occasionally, when special efforts successfully get them in the assessment. Achievement data have been collected every other year since 1983-1984. Schools administer the tests and send them to the state agency where the raw scores are pulled from the test protocols, summarized, and used to evaluate student progress.	
DISTRICT OF COLUMBIA (DC)	Since 1989, the District of Columbia has collected data on stakeholder satisfaction with educational and related programs. This special education effort uses telephone interviews for all students with disabilities (from 3-21 years), their parents, and either an interview or questionnaire with their teachers. The state collects the data during site compliance monitoring visits and uses it to produce an analysis report for program directors and assistant superintendents.	

Vocational Skills	Functional Living	Attitudes and Aspirations

State	Academic Achievement	Post-School Status
GUAM	Guam collects information on reading, mathematics, and writing. A state-developed criterion-referenced test, the *Life and School Survival Skills Test* (BLSST), is given to all non-exempt students during the odd years in elementary school and every year during high school. The BLSST has been administered twice per year since 1986, through a general and special education effort. The *Brigance* (pre and post) has been given twice per year to all students in the elementary grades since 1989. The local districts administer both tests and send the data to the state to be aggregated. Local schools use the state report for instructional planning, decision-making for students, and program evaluation.	Guam is in the process of collecting data on living arrangements for all disability groups. This special education effort collects information using telephone and mail interviews one, two, and three years after graduation. This information has been collected annually since 1989 by the state agency to facilitate transition planning.
PALAU	Palau collects data on reading, math, science, and social studies using a criterion-referenced test developed with WRRC assistance. All students participate during grade 8 or when deemed ready. Since 1980, all achievement data have been collected annually through a general education effort at identified sites. Test results go to the Superintendent of Education and are reported to local districts for use in high school placement decisions.	Palau collects information on postsecondary status using the Transition Team Program case notes. This post-exit information has been gathered continuously through a special education effort since 1989 for all students who were enrolled in the transition program. Data are used to evaluate students' status and former programs.
PUERTO RICO	Puerto Rico collects information using the norm-referenced test, *APRENDA*, which was developed with the assistance of The Psychological Corporation. The reading comprehension and language (writing) subtests are given in grades 1-12, math in grades 1-9, and basic skills in grades K-2. The tests have been given to all students with disabilities, if integrated, annually since 1990. The tests are administered locally and sent to the Data Center at the Department of Education to be used for island-wide comparisons, individual student decisions, and IEP preparation and revisions.	

Vocational Skills	Functional Living	Attitudes and Aspirations
Guam collects information on employment during school years and job placement for all students. This information is collected through a special education effort that uses teachers, students, parents, employers, and document reviews as sources of information for program evaluation.		
Palau collects information on work placement for all students enrolled in the transition program. These data have been collected since 1988 by the Transition Team using individual case studies for students in grade 8 and above. Reports are filed on students with the SEA. The SEA tracks what happens to students, concentrating on those who do not attend an academic high school.		

State	Academic Achievement	Post-School Status
MARSHALL ISLANDS (RMI)	The RMI collects information on reading and math using the *Wide Range Achievement Test* (WRAT). Since 1972 this special education effort has been administered twice each year (pre and post). Students identified as learning disabled in grades 1-8 participate. Local schools (diagnostician) report the information to the state agency where it is reported back to the schools and parents. Children in the special education early childhood program (ages 3-5), are assessed using a profile checklist in the areas of reading and math. This testing began in 1990 and is given annually by consultants who report the results to the state where the information is shared with the schools and parents.	The RMI collects information on post-school employment. This special education effort uses an interview to collect employment, wages, and living arrangement data on students identified as learning disabled and mentally retarded. The state agency collects the information one time per year to evaluate the status of individual students.
U.S. VIRGIN ISLANDS (USVI)	The USVI has conducted assessment, through the general education unit, annually since the 1960s. The *Metropolitan Achievement Test* (MAT) tests students in grades 3, 5, 7, 9, and 11, including those with mild disabilities, in math, language skills, reading, and general concepts. Students with disabilities participate in the testing if they are in mainstreamed classes. The data are collected, analyzed, and reported by the Test Research and Evaluation Department staff. The state uses the information for program planning, improving teachers' skills, and for general accountability.	

Vocational Skills	Functional Living	Attitudes and Aspirations
	The RMI collects information on self-help, adaptive behavior, and developmental motor skills for all students ages 3-21. Diagnosticians and teachers collect this information through observations with rating scales. This special education effort began more than 10 years ago and is done continuously. The information is used for individual child planning.	